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As experienced researchers and instructors in the field of communication, we continue to be impressed by the breadth and depth of scholarship in our discipline; we also recognize that this scholarship presents challenges for students and instructors in the introductory survey course. For example, which research traditions should be covered: the traditional functionalist and psychological perspectives, the interpretive-qualitative perspectives, or the more recent critical perspectives? Which subfields should be covered: intercultural communication, communication technologies, nonverbal communication, or rhetorical studies? Should instructors focus primarily on helping students develop communication skills or should they focus primarily on theories and inquiry?

Our struggle to answer these questions led us to write the first edition of this text, which we believe met the goals we established early on: first, to expose beginning students to the breadth and depth of our discipline’s scholarship, and second, to provide a balance between theory and application. Finally, our third goal was to present a lively overview of the discipline, to meet students “where they live,” and to engage them in exploring the implications of communication in their daily lives.

Our overarching theme for the first edition was the interaction between the individual and society. In subsequent editions, we’ve enhanced the emphasis on this theme, adding new examples, illustrations, and pedagogical materials that connect the more traditional individual-centered, functionalist approach—that is, “who you are affects how you communicate”—with more contemporary critical approaches, which focus on the impact of societal structures and history on communication outcomes.

By highlighting this tension between individual and societal forces, we encourage students to recognize the value of multiple perspectives in understanding communication. Students need to be encouraged to think more reflexively about their individualism, as well as their and others social identities. Students often recognize that if they say the same thing as someone else, the message could be interpreted quite differently due to the differences in gender, age, sexuality, race and other societal forces. It is important for students to understand how to connect their individuality with larger societal forces that shape their communication experiences.

*Human Communication in Society*, Fifth Edition, like previous editions, covers the full range of topics addressed in existing textbooks but also introduces some useful innovations. We begin by describing the theoretical foundations of the study of communication, including models of communication, historical and contemporary approaches, and the role of identity in communication. We present the factors of perception, verbal and nonverbal communication, and listening and responding. We then explore communication in various contexts such as culture, close relationships, small groups, and organizations. Ours is the first book to provide comprehensive coverage of rhetoric (Chapter 12), and we devote full chapters to communication and mass media (Chapter 13) and to the increasingly important topic of interactive (social) media (Chapter 14). Overall, we discuss the full range of paradigmatic approaches in the field, offering a balance between theory and practice.

New to This Edition

**Revel™**

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

Learn more about Revel

www.pearson.com/revel

Rather than simply offering opportunities to read about and study human communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, students can complete a self-assessment to gauge their own communication style and explore ways to
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Students can respond to ethical issues in communication and see how their responses compare to others. Students may interactively explore different theories of and approaches to communication, see how communication shapes identity, review the components of language and stages of listening, assess models for relationship development, and analyze group roles and communication structures in organizations. Students may interactively see how individual factors, cultural influences, and ethnocentric biases shape the way people perceive others and their world. By providing opportunities to read about and practice communication in tandem, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Some of our favorites include:

- **Videos and Video Quizzes** Videos throughout the narrative show the various ways such factors as ethics, culture, language, and listening skills shape the act of communication to boost mastery. Many videos are bundled with correlating self-checks, enabling students to test their knowledge.

- **Audio Narratives** In-text audio narratives bring the “It Happened to Me” stories to life, adding dimension and reinforcing learning in a way that a printed text cannot.

- **Critical Thinking Prompts** Fill-in applications allow students to answer questions that require them to apply their personal experiences to the concepts within the text.

- **New Animated Figures** Animated figures help students understand hard-to-grasp concepts through interactive visualizations.

- **Integrated Writing Opportunities** To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: the Journal prompt, eliciting free-form topic-specific responses addressing topics at the module level, and the Shared Writing prompt, which encourages students to share and respond to one another’s brief response to high-interest topics in the chapter.

For more information about all of the tools and resources in Revel and access to your own Revel account for the *Human Communication in Society*, Fifth Edition, go to www.pearson.com/revel.
In addition to the immersive learning experience offered by Revel, we’ve refined and updated the content in this new edition to create a powerful and contemporary resource for helping speakers connect to their audience. We’ve added several new features and revised features that both instructors and students have praised.

In this edition, general changes include new examples, theories, and applications, as well as updated photos that reflect the pervasiveness of social and other interactive media. Also, all chapters incorporate examples of studies and applications that include LGBT communicators.

New features in the fifth edition of *Human Communication in Society* include:

- Dynamic and new figures, including clearer images for the three communication models.
- More examples of specific research studies, particularly those that address LGBT as well as heterosexual relational communication—in all three major paradigms.
- A more explicit discussion of schemas and a new discussion on the influence of primacy and recency on selective attention.
- Updated videos that include speeches from notable celebrities and politicians, including Stephen Colbert, Donald Trump, and Michelle Obama.
- Chapters 13 and 14 ("Mass Media and Communication" and "Communicating Through Social and Other Interactive Media") have been updated and revised to more clearly differentiate between communication processes that occur in mass media and interactive media, respectively.
- References in each chapter have been updated to reflect the most recent available research on the topics addressed.
- Video self-assessments that ask students to respond thoughtfully to scenarios in video clips.
- Updated examples that address contemporary events and trends will help students connect the concepts to their personal experiences and concerns.
- Added review-based interactives that require students to interact with new concepts.

### Chapter-By-Chapter Descriptions

**Part 1**

Chapter 1 explains the theme of this book—the interaction between the individual and society—as well as introducing important communication concepts and models. This chapter has been revised to include three new depictions of the linear, transactional and synergetic models of communication. The models are simpler and clearer to assist student comprehension. The Revel version includes interactive models of the new figures, allowing students to view the components in more depth. It also features an interactive survey that asks students to assess their communication skills and compare the results with their classmates.

Chapter 2 focuses on current research paradigms and methods. Additional research-based examples, including those focused on LGBT, as well as heterosexual communicators, have been added. In addition, the learning objectives and chapter material have all been streamlined; more mention of specific communication theories (previewing those covered in later chapters) and photos have been updated to better appeal to college age students. The Revel version includes an interactive version of The Synergetic Model for students to click through.

Chapter 3 explores the relationship between communication and identities. This edition includes updated examples with a focus on digital media, including apps, and the issue of how gender and sexualities are counted in various national census data. It also introduces cisgender and transgender, as well as the impact of DNA testing on racial attitudes. Revel content includes a multimedia gallery that shows how people perform their identities, along with a video and video quiz that delve into how race impacts perception and identity.

Chapter 4 focuses on communication and perception. Changes include a new discussion of schemas and the role of primacy and recency on selective attention as well as a clearer definition for attributional bias. Revel content includes several interactives that test the student’s knowledge of the concepts, including a self-quiz on distinguishing between schemas, prototypes, and scripts, as well as a matching assessment that requires students to differentiate between physical, cognitive, and interpretive approaches to communicate.

**Part 2**

Chapter 5 outlines the elements of verbal communication. This edition includes a comparison of prescriptive and descriptive approaches to language use using French and German as examples. It also includes a discussion on US presidents and their knowledge of non-English languages, as well as anger at those who are not speaking English in public situations. The Revel version includes an interactive fill-in-the-blank exercise on “I” statements, along with an image gallery that demonstrates the functions of language.

Chapter 6 addresses issues of nonverbal communication. The discussion of nonverbal codes has been revised to clarify their meanings and to provide more concrete examples of the various codes. The Revel version includes interactive images with informational popups that delve into the nonverbal messages shown within.

Chapter 7 is devoted to listening and responding. The distinction is made early on between hearing and listening and other new material focuses on the role of listening in “civil dialogue.” Civil Dialogue identifies effective listening strategies for dealing with the current political polarization and “echo chambers”—where people listen/hear only views that support their own. This approach models how to speak honestly with
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Chapter 13 discusses communication and mass media. We distinguish between mass media and interactive media. This chapter includes a discussion of watching mass media, such as television programming, on other devices such as laptops, tablets, and smartphones. We also discuss the perceived power of mass media and how people respond. We also introduce the ethical issues surrounding “fake news.” Revel interactives delve into the evolution of popular media, explore how media use differs across cultures, and explores how high-power individuals—such as Stephen Colbert—can influence public opinion on current issues.

Chapter 14 covers interactive (social) media and communication. This chapter offers extensive new material, again focusing on the constant communication choices students make in deciding which medium to send messages and the consequences of these choices in both personal and professional contexts, as well as how media choices evolve to serve the needs of communicators. The chapter also includes new material on crowd-sourcing, crowdfunding and updated examples, statistics, and research findings reflecting current scholarship and trends in interactive media use, as well as guidelines for effective Twitter, email, and mobile phone use. The Revel version includes student testimony videos that explore how they use social media. Videos are accompanied by fill-in applications that ask Revel users to explore their own social and interactive media use.

Features

Key features retained in this new edition reflect our four goals for this textbook.

Accessible Presentation of Communication Theory

In addition to using a down-to-earth writing style and providing plenty of examples, Human Communication in Society, Fourth Edition, offers specific tools throughout the text to help students understand the theory and key concepts:

- **Key terms** are glossed in the margins of the page where the term is first used and defined, listed at the end of each chapter with the page number where the term and definition can be found, and compiled in a convenient Glossary at the end of the text.

**KEY TERMS**

- perspective p. 25
- theory p. 26
- methods p. 26
- social science approach p. 27
- behavioral p. 27
- interpretive p. 27
- qualitative methods p. 28
- quantitative methods p. 28
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- discourse communication p. 33
- ethographic p. 34
- content analysis p. 35
- rhetorical analysis p. 35
- member checking p. 36
- critical approach p. 36
- textual analysis p. 37

Each other without resorting to attack or criticism. Revel content delves into the four stages of listening, requiring students to properly identify the key components of each stage. It also features an interactive video self-assessment that asks students to listen to a problem, then respond appropriately.

Part 3

In Chapter 8, both Learning Objectives and text have been streamlined, and the chapter includes new material on intercultural empathy as well as updated statistics on US ethnic and racial demographics, migration patterns, refugee trends, tourism travel, and intercultural encounters. Revel videos showcase various scenarios that involve intercultural communication. Students are required to review these situations in video quizzes and video self-assessments, both of which require students to identify the communication patterns within.

Chapter 9 discusses communication in close relationships. The chapter has been streamlined, and a new feature entitled “The Truth about Hook-up Culture” has been added that addresses whether hook-up culture is as prevalent as has been reported and as undergraduate students often believe. The Revel version features an interactive model of Knapp’s stages of romantic relational development. It also contains an interactive that shows students how they can reword hurtful messages into constructive ones.

Chapter 10 explores small group communication, and this edition includes updated material on communication technologies and small group communication (i.e., effective virtual teamwork, the role of technology tools in virtual teamwork). There are also new examples and description of symptoms of groupthink. Revel content includes interactives that delve into small group task roles, small group relational roles, and small group individual roles, with accompanying student audio.

Chapter 11 explores organizational communication. It has been revised to include a discussion of organizational climate and to include examples related to contemporary organization such as Uber. The Revel version includes an interactive simulation that asks students to put themselves in the mindset of a manager, presenting them with a series of workplace scenarios that require appropriate and ethical responses. Revel content also features several videos from prominent business executives who discuss concepts such as workplace bullying.

Chapter 12 covers the area of public communication. Rhetoric is presented with emphasis on its historical, theoretical, societal, and ethical aspects. This edition includes updated examples and introduces visual rhetoric and an updated discussion on rhetoric on the Internet. The Revel version includes several videos that provide rhetorical analysis on several prominent politicians and celebrities, including Oprah Winfrey, George W. Bush, and Donald Trump.
Emphasis on Ethics in Communication

Each chapter includes one or more detailed sections discussing ethical issues relevant to that chapter’s communication topic.

Opportunities to Apply What was Learned

We advocate a hands-on approach to the study of communication. For this reason, we’ve added features throughout the text that will help bring the theory home for students:

- **Skills improvement sections.** Chapters 4–14 conclude with a section providing practical guidelines for applying chapter material to everyday communication.

- **Exercises and activities.** “Apply What You Know” questions encourage students to work through challenging concepts.

Student Engagement

We like to think that we have translated our commitment to the field and our love of teaching into a text that will engage students. We encourage this involvement with the following pedagogical features:

- **“It Happened to Me” boxes** offer real-life accounts of student experiences that provide a “hook” to important communication concepts.

- **“Alternative View” boxes** offer perspectives that challenge mainstream thinking or offer an interpretation of a chapter-related topic counter to conventional wisdom.

- **“Communication in Society” boxes** serve to reinforce the connection between the individual and society as applied to chapter-related topics.

- **Critical Thinking Prompts**, placed in the margins at strategic intervals, encourage students to reflect on how major concepts connect with their everyday experiences.

- **“Did You Know?” boxes** offer examples of chapter-related material that students may find surprising or unfamiliar.

Instructor and Student Resources


Pearson MediaShare

Pearson’s comprehensive media upload tool allows students to post videos, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact and engage with speeches, presentation aids, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.

The best of MediaShare functionality, including student video submissions with grading and video quizzes, is now available to use and assign within Revel, making Revel an even more complete solution for Communication courses. By placing these key components of MediaShare within Revel, students have one all-inclusive space to practice and have their performance assessed while actively learning through interactive course content. Revel with MediaShare is an unparalleled immersive learning experience for the Communication curriculum.
• Use MediaShare to assign or view speeches, video-based assignments, role plays, and more in a variety of formats including video, Word, PowerPoint, and Excel.
• Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.

• Set up assignments for students with options for full-class viewing and commenting or private comments between you and the student.
• Record video directly from a tablet, phone, or other webcam.
• Embed video from YouTube via assignments to incorporate current events into the classroom experience.

• Set up quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
• Import grades into most learning management systems.
• Ensure a secure learning environment for instructors and students through robust privacy settings.
The text’s commitment to presenting comprehensive coverage of the complex field of communication carries with it a responsibility to use language thoughtfully. We recognize the fact that, for complex historical and political relations, identity labels carry strong denotative meanings that may vary from person to person and across time. We have made an effort to use inclusive terms to represent the heterogeneity of opinions within various ethnic and racial groups.

For example, the term Hispanic was created and used in 1980 by the US government for the census and other purposes of collecting census statistics. However, many individuals of Spanish descent prefer Latina/o, as do we. We endeavor to use the latter to refer to US Americans of Spanish descent from a specific ancestral nation like Argentina, Mexico, or any country in Latin America or Spain. We also use Mexican American when referring to individuals coming more directly from Mexico, or Chicana/o to designate a more political consciousness among persons of Mexican descent.

Similarly, we use the inclusive term Asian American unless the context refers to individuals with a specific national origin (e.g., Japan or the Philippines). We use African American or Black interchangeably, recognizing that some individuals (often those from the Caribbean) prefer the more inclusive term Black, whereas others prefer African American. We also use Native American and American Indian interchangeably, recognizing that individuals are divided in their preferences for each of these terms.

We should also note that we use both White (which emphasizes race) and European American (which emphasizes ethnicity) to refer to US Americans of European ancestry. At the same time, we recognize that some individuals prefer to emphasize their more specific origins (Japanese American rather than Asian American, Yaqui rather than Native American, or German American rather than White).

Finally, we are learning to think more internationally in our use of language. Many of our neighbors in Latin and South America, as well as in Canada, find it offensive when we use the term American to refer to ourselves. (After all, these people are Americans as well.) Therefore, we prefer the term US American, in recognition of the fact that we are only one society out of many that make up the continents of North and South America.

Acknowledgments

We are once again grateful to all the students and instructors who have provided invaluable feedback to us as we wrote the five editions of Human Communication in Society. Unfortunately, we are unable to list here all of the students who participated, but we would like to acknowledge the instructors who have helped to shape and define all editions of our book.

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