We teach a very diverse population of students. Our students range widely in age, ethnicity, race, religion, sexual orientation, social role, and socioeconomic status. Many are first-generation college students and often attend our colleges or universities part-time while holding a full-time job. They are mothers, fathers, grandparents, and teens. *Communication: Embracing Difference* is written for them. It is also written for you, teachers of all different types of students. It reflects the full lives of our students in their work, family life, community, and here at school. This text is a tool that will help you provide students with opportunities to explore and celebrate the richness of difference and diversity in society.

**NEW TO THE FOURTH EDITION**

In this new fourth edition we are committed to strengthening the theme of embracing difference throughout the book. We have added cross-cultural examples in every chapter to help illustrate the importance of understanding the different cultures in the book. We also expanded students’ opportunities to reflect, practice, and therefore learn the importance of embracing difference. As reinforced throughout the book, students become more effective communicators when they understand and appreciate difference, because they can more appropriately respond to complex communication situations.

- A NEW Global Connections activity is included in every chapter. The composition of American colleges and universities is changing. Not only do our campuses reflect a more diverse American population; universities are attempting to attract students from all over the world. Many American campuses are seeing an upturn in enrollment of international students. When we embrace difference, we celebrate the diversity on our campuses. The Global Connections activity in each chapter addresses both international and gender diversity. We use this activity to increase awareness of gender by placing more women in positions of authority within our examples of international organizations.

- We have expanded our commitment to service and experiential learning by including three student-written activities that touch on community service. One is an outline that focuses on the Humane Society, and the other two are speeches on Habitat for Humanity. These new features reinforce the importance of serving your community.

- We have upgraded the Communication and Technology section in each chapter. We want students to understand the role that technology plays when communicating with others. Also, we want to expose students to the most current technology as well as make them sensitive to the principles of communication etiquette.
that allow them to enhance their communication with each other when they use technology.

- We have strengthened the public speaking chapters by adding examples of rhetoric from the 2012 presidential election. To support our effort to embrace difference and strengthen relevance for students, we highlighted politically diverse examples of communication for students to read and dissect. Examples of speeches delivered from politically diverse perspectives give students the opportunity to reflect upon the messages generated from different political positions, which in turn helps them to understand multiple political perspectives.

- We have used the same speech topic, Habitat for Humanity, to construct both the informative and persuasive speeches in order to emphasize the differences between these speech types.

- We have carefully reviewed and streamlined the key concepts list at the end of each chapter. We hope students will review the list, reread the chapter, and highlight the themes identified as critical to their learning.

**PERSPECTIVE OF THE BOOK**

Humans approach communication from diverse and unique positions. Because communication is an interdependent process that involves at least two people, multiple approaches to communication situations exist. Understanding the diversity of communication approaches can lead to a greater overall understanding of others.

In our view, valuing diversity goes beyond simply focusing on race, gender, or ethnicity. Embracing difference is a way of viewing the world in which differences among people are valued. When we embrace difference we learn to appreciate multiple approaches to communicating with others. This worldview provides us with diverse approaches to learning, problem solving, and working with people.

Embracing difference promotes learning from diverse perspectives and increases our ability to successfully respond to a wider variety of communication solutions. Thus the theme of embracing difference is integrated throughout the entire text.

Once students have been exposed to a wide variety of communication options, it is the practical application of communication skills that helps them formulate appropriate responses to new situations. Practicing these skills in a variety of settings, including interpersonal, small-group, and public communication, helps students become more confident and successful communicators.

One of the objectives for the fourth edition is to expand students’ cultural and gender awareness. While ever mindful that people are unique, we sought to create workplace scenarios that require students to reflect on cultural practices from around the world. We wanted, for example, to use these scenarios to place women in senior organizational positions. This reflects the changes occurring in our global economy. It is our hope that these new scenarios will enhance students’ ability to appreciate difference. Finally, we emphasize the role of technology and its impact
on our daily communication. We discuss, for example, the role of social media, presentational software, and tablet and smartphone applications.

ORGANIZATION OF THE BOOK

Communication: Embracing Difference is comprised of three units containing sixteen chapters. Unit One, The Process of Communication, includes chapters on perception, language, nonverbal communication, and listening. Unit Two, Interpersonal Communication, emphasizes theories and skills of interpersonal communication, including self-disclosure, conflict, and an entire chapter on communication climate. A chapter on interviewing covers the principles and practices of interviewing with special attention to informative and employment interviewing. The unit also includes an overview of small-group communication, small-group decision making, and leadership. Unit Three, Public Communication, discusses the process and practice of public speaking in six chapters. Subjects such as speech topic selection, research, audience analysis, delivery, presentational aids, informative speaking, and persuasive speaking are covered in depth.

PEDAGOGICAL FEATURES

The theme of embracing difference is integrated into every aspect of the text. The following pedagogical features will help students to reflect on, apply, and critically think about communication.

- Chapter Opening Scenarios
  
  Each chapter begins with a scenario that describes a real-life communication situation faced by our students. These stories not only resonate with our students’ lives at work, home, and school, they also highlight the increasing diversity of student populations across the country.

- Ethics in Communication
  
  This feature brings students back to the situation presented at the beginning of the chapter, following up on the ethical dilemmas suggested there. It helps students to see and understand the ethical choices people make in a variety of real-life circumstances. The feature may be used as a starting point for class discussion or for a reflection assignment such as a journal.

- Communication and Technology
  
  This feature discusses how technological advances have changed the way we communicate. Topics such as email and social media, blogs, iPods and iPads, the use of the Internet for research, the role of presentational software in public speaking, and working in virtual teams are discussed.
Global Connections

New Global Connections activities help students to embrace international and gender diversity and recognize their place in a global society.

STUDENT-ORIENTED PEDAGOGY

Generously sprinkled throughout each chapter are activities designed to help students think about and practice effective communication. These include:

“Embracing Difference,” a feature that provides students with the opportunity to reflect on the importance of diversity. Each chapter contains an application activity that demonstrates how embracing difference can enhance communication and strengthen confidence.

“Serving Your Community,” a feature that provides students with an opportunity to engage in service learning. In addition to the intrinsic value of serving others, this activity can lead to internships that can provide students with employment opportunities when they graduate.

“Skill Building,” another feature that provides opportunities for students to develop and practice the skills taught in the text and apply them to real-life or hypothetical situations by themselves or with others.

Learning Objectives that help students focus on the overall concepts, theories, and skills discussed in the different chapters. To help students understand the relationship between concepts and skills, the objectives are divided into two lists: (1) concepts students should know at the end of the chapter, and (2) skills students should practice at the end of the chapter.

Chapter Summaries for students to review the main themes of each chapter.

Review Questions that help students reflect on the chapter material and that can also be used for study guides, quizzes, or exams.

Key Concepts at the end of each chapter that help students focus on major concepts covered in the book.

A Glossary of Terms that serves as a helpful reference tool at the end of the text.

AVAILABLE SUPPLEMENTS


For a complete listing of the instructor and student resources available with this text, please search for Communication: Embracing Difference 4/e at http://www.pearsonhighered.com/.
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