The founder of Facebook, Mark Zuckerberg, said “The thing that we are trying to do at Facebook is just help people connect and communicate more effectively.” This is exactly why we wrote Communication: Making Connections—to help students “make connections” in their daily lives, to communicate more effectively, and to strive to be successful and productive citizens. Imagine what life would be like without iPods, computers, wireless Internet access, GPSs in cars or on phones, or the many other forms of social media we use every day. Perhaps we cannot imagine it because these electronics have become woven into the very fabric of our lives, so that we take them for granted as they become more and more an extension of who we are. It is clear that Zuckerberg and the founders of Google, Apple Computers, and many other high-tech companies have, in fact, attained their ambitious goal of changing how we live.

Clearly our world, particularly our social world, has changed and will continue to change, perhaps more quickly and dramatically than at any time in our past. Further—and a key point we’ll emphasize throughout the book—these changes have important implications for our communication and the communication field. As in previous editions, we are committed to bringing the latest and most up-to-date information regarding communication and its importance to our everyday lives.

We continue to be gratified and grateful that so many instructors have chosen Communication: Making Connections for their students. With this new edition, we have remained committed to our primary goal of helping students become more competent communicators in a variety of contexts. We also continue to strive for balance between thorough, straightforward explanation of basic communication principles and a solid theoretical foundation, supported by the latest research findings.

**New to This Edition**

The introductory communication course, with a solid foundation of rhetorical tradition, is constantly evolving, but its central premise, that communication remains the number one skill that leads to success in both our professional and personal lives, remains a constant. We take each revision seriously to ensure that we are making it fresher, more useful, and more readable. This ninth edition is no exception, and we believe we have met our goal.

- **Increased emphasis on technology**: We provide new information in this edition on communication technologies, from texting to online social networking, from blogging to web video. We explore the influence of such technologies on our communication, beginning with an expanded discussion of electronic-mediated communication (EMC) in Chapter 1.
• **Particular focus on the implication of communication via social media:** We emphasize the implications of new communication technologies for the messages we send and receive, such as the use of Facebook and other social networking sites; for how emotions are communicated online; and, ultimately, for our interactions and relationships.

• **New coauthor:** Dr. Joe Mazer of Clemson University has joined our team, bringing new and engaging content to this edition. His insights, research, and understanding of communication and social media have enhanced our emphasis on technology and its influence on our everyday communication.

• **Streamlined coverage:** Recognizing the increased demands on time, we have revaluated every line, streamlining and editing to ensure that only the most relevant information and research findings are presented in the most useful and concise ways.

• **Numerous new examples:** In recognition of the need to continuously update and refresh the book to keep up with the ever-changing world and communication discipline, examples have been replaced or added, or updated to be relevant to today’s students in a variety of ways. All new chapter openings make communication come alive to students as they encounter real-world experiences.

• **New research findings:** Every chapter is updated with new research, new findings, and new theoretical perspectives, new research on gender expectations and communication, new references on deception and nonverbal communication, and a new discussion of social information processing theory. Instructors will include this information on exams.

• **New, goal-oriented objectives:** Objectives highlight the specific concepts, principles, and practices students will learn and actions or behaviors they will gain. Chapter summaries highlight each objective and provide a usable way to review the chapter and ensure that objectives have been met.

• **New pedagogical aids:** This edition, like previous ones, retains our commitment to the “making connections” theme—helping students understand communication as the means of connecting with others. We have added and updated research to support our theme as well as added new sample speech and excerpts, including completely new informative and persuasive speeches with annotations.

In addition, we have made specific changes in every chapter.

• **Part 1, Making Connections through Communication:** Chapter 1, on process and principles, includes a completely revised and updated section on communication and our technical society, an addition on social media in the communication and career development section, a completely rewritten section on communication is transactional, a revised mass communication section, a revised section on communication via social media, and a new section on distinguishing social media from face-to-face communication. Chapter 2, on perception, includes a new and revised section on the perception process and a new
section on interpretation based on verbal communication. Chapter 3, on the self, has an expanded section on the personal-social identity continuum that provides insight into intergroup connections that help us form our self-concept. Chapter 4, on verbal communication, features a stronger connection between thinking and language choice. Our language choices reflect our thinking, and thus we need to choose language carefully and be prepared to explain ourselves to others who may not think as we do. Chapter 5, on nonverbal communication, includes a revised and updated section on what nonverbal communication is, expansion of information on cultural emotional cues and nonverbal differences, and a completely rewritten section combining the ability to send and interpret nonverbal communication. Chapter 6, on listening, covers more on the ways we think and how that affects listening. A new model of listening, the Harfield Cognitive Listening Model, shows how different preferred modes of thinking affect the way we listen and respond to others.

- **Part 2, Connecting in the Public Context:** Chapter 7, on topic selection and audience analysis, has a new emphasis on the thought process and now discusses the effect of social media as we search for speaking topics. Chapter 8, on gathering and using information, has been reorganized and now includes a new section on the research plan. Chapter 9, on organizing and outlining, places more emphasis on the analysis of organizing and outlining. Chapter 10, on communication anxiety and speech delivery, has major changes, including use of social media to enhance presentations, using Prezi and PowerPoint as presentational aids, and additional discussions on the cognitive aspect of managing anxiety. Chapters 11 and 12, on informative and persuasive speaking, show how technology and social media aid speech development. Both include new outlines, new speeches (with video versions on MyCommunicationLab), greater emphasis on analyzing and applying information in chapters, and strategies for putting it all together for effective finished presentations.

- **Part 3, Connecting in Relational Contexts:** Chapter 13, on the theory of interpersonal communication, is completely revised and now provides a solid understanding of the significant theories (uncertainty management theory, social information processing theory, social exchange theory, interpersonal needs theory, dialectical theory, and social penetration theory) related to interpersonal communication. Chapter 14, on developing and maintaining relationships, includes new sections on interpersonal communication competence and relationship maintenance strategies. Chapter 15, on group and team communication, includes revised sections on defining what makes a group and a new section on using social media to establish group culture. Chapter 16, group and team participation, includes an expanded section on leadership, a revised section on discussing the problem and its solution (with the addition of functional theory, which outlines three conditions for group success), and a new section on conflict online.

- **Appendix, Career Development: Preparing for Your Future:** The fully revised appendix now includes a revised section on understanding qualities employers seek, a new section on conducting the job search, an updated list of suggestions for applying electronically, a new section on creating a website or blog, a new section on creating a favorable first impression, and a new section on writing a thank you note.
Organization of the Text

As in all previous editions, the chapters are arranged to provide a practical and workable approach to teaching the fundamentals of communication. Part One, “Making Connections through Communication,” provides the necessary background and basic principles for all communication. Part Two, “Connecting in the Public Context,” helps students develop their speaking skills as they learn to select a topic, analyze an audience, gather and use supporting and clarifying materials, organize and outline speech material, deliver a speech with confidence, and effectively inform and persuade an audience. Part Three, “Connecting in Relational Contexts,” describes communication in relationships and small groups and teams.

Foundations are presented first. Then public communication skills are discussed, followed by interpersonal and group communication. We discuss public communication skills early, before interpersonal communication, because we believe the confidence and skills of public speaking are fundamental to all communication. To communicate effectively throughout life—whether socially, on the job, in one-to-one situations, in small groups, or before an audience—a person must be able to communicate with confidence, support and clarify his or her thoughts, organize information, analyze those with whom he or she is communicating, and inform and persuade effectively.

This sequence of concepts is also based on the recognition that, although students in an introductory communication course must master a great deal of information before they give a speech, because of time constraints they need to begin preparing and presenting speeches as early in the term as possible. Introducing public speaking skills first provides a more even balance between speech presentations and other classroom activities, and curbs the tendency to focus exclusively on speech making at the end of the term.

Considerable demands are placed on instructors and students of introductory communication courses, and a wide variety of ways to teach them are available. Instructors should feel free to organize the course in whatever way is appropriate and meets the needs of their students.

Instructor and Student Resources


For a complete listing of the instructor and student resources available with this product, please visit the Communication: Making Connections e-Catalog page at www.pearsonhighered.com/communication.
In this edition we have strengthened and reinforced our “making connections” theme by bringing in more student and real-life examples of how we are connected in today’s world. Each chapter opens with a “Making Everyday Connections” scenario that describes communication situations or issues likely to be part of students’ real-life everyday communication encounters, such as what to disclose and not to disclose on Facebook and other social networking sites or how texting is affecting family relationships. Each scenario is followed by thought-provoking questions that ask students to think about the issues and apply them to their own lives.

Making Connections for Success

We live in a connected world. Communication helps us to make connections with each other and with events around the world as they unfold on a daily basis. Technology allows communication to take many forms and has changed the avenues through which communication occurs and how it occurs on the web. The ever-changing array of technological options has added to the challenge of presenting and receiving messages—of communicating effectively with others. This ninth edition focuses not only on the different communication channels available but also on the implications of media for our communication, for the quality of the messages we send and receive.

“Making Connections for Success” boxes in each chapter are designed to encourage students to think critically about communication in their lives. Each box contains skill-building activities and stimulating questions to help students reflect on issues and their own communication behavior, and become more competent communicators. Many of these boxes are designed to emphasize the role and importance of technology in our interactions. In addition, we have expanded our discussions of communication via social media within the text and have emphasized technology and its influence in numerous other boxed features and text discussions. This feature allows students to see how technology influences the messages we send and how it can both help and hinder competent communication.

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MAKING CONNECTIONS AS YOU STUDY

Numerous pedagogical aids help students review, retain, and master important chapter concepts. Boxed features reinforce the “making connections” theme throughout, demonstrating how communication connects us in a variety of contexts: the workplace, family, friends, community, school, public communication settings, the Internet, and across cultures. They will provide students with real-life examples and help them better understand how to send and receive communication more competently. In addition, the following is included:

LEARNING OBJECTIVES

Learning objectives lay out the specific concepts and skills you will learn in each chapter.

Sample Speeches and Outlines There are two sample speeches. The first is an informative speech which is outlined in Chapter 9 as a sample full-sentence outline, where the organization is the primary focus, and then as a sample presentation outline. It appears again in Chapter 11 as a full-sentence outline, where a more comprehensive analysis and evaluation is the focus. A sample full-sentence outline for a persuasive appears in Chapter 12, along with analysis and evaluation. Videos of both speeches can be found at MyCommunicationLab.

Guidelines Boxed guidelines succinctly summarize key skill-oriented concepts.

**GUIDELINES**

**Managing Speech Anxiety**

1. You are not alone. Almost everyone has some anxiety about giving a speech or making a presentation.
2. Be prepared. The more knowledgeable and prepared the topic you know, the easier it is to concentrate on what you want to share rather than the fact that you are speaking.
3. Know your audience and the surroundings in which your presentation will take place.
4. Think positively. Prepare yourself mentally for success. Believe you are going to be successful, and you probably will be.
5. Practice, practice, and practice more.
6. Ask your instructor for additional advice and other possible available treatment programs.
7. Don’t give up. Others want you to succeed, and you can if you want to do so.

**Boldface Key Terms and Marginal Glossary**

Important terms are highlighted within the text; brief definitions appear in the margins to aid study and exam preparation.

**MEDIA ICONS**

Throughout the text, icons in the margins alert you to related media components (including videos, exercises, and audio segments) that you will find at MyCommunicationLab to enhance your learning.

**SUMMARY**

Describe how listening helps you make connections with others in all aspects of your life. Listening is related to, that is, it depends on or occurs every time you are interacting with other people and simultaneously being a sender and receiver. Effective listening is important in all aspects of our lives.

**EXPLORE THE COMPLETE NATURE OF THE LISTENING PROCESS**

The listening process is composed of four interrelated aspects: planning, receiving, attention and meaning, and responding. Every situation contains a listening component that incorporates these three process information. Not hearing

1. Identifies barriers to effective listening.

**Chapter Summaries and Discussion Starters**

Chapter summaries are organized by learning objectives to help students focus on what they were to have learned and understood in each chapter. They help to clarify for students what should be gained from reading each chapter. Discussion starter questions can be used as a springboard of classroom discussions or used for individual study and review.

**SAMPLE PRESENTATIONAL OUTLINE FOR INFORMATIVE SPEECH**

Sarah might outline her presentation in this way to help her remember to cover everything in her speech.

**Sample Speeches and Outlines**

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**A SAMPLE PERSUASIVE SPEECH WITH COMMENTARY**

Michael Scholz, University of Nebraska-Lincoln

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<tr>
<td>How to Start a Business</td>
<td>To persuade my audience to donate their time and money to start a business</td>
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</table>

**Specific Purpose:** To inform my audience about the mission and goals of the organization We by International, how it is organized, and how donations are used.

**Barriers to Effective Listening**

- Identified barriers to effective listening.

**Small-Group Communication: Making the Connection**

Small-group communication requires a variety of communication skills, including to communicate in a variety of situations, including face-to-face, telephone, and electronic communication.

**Sample Presentational Outline for Informative Speech**

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**A Sample Persuasive Speech with Commentary**

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MyCommunicationLab

MyCommunicationLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course—and provides educators with a dynamic set of tools for gauging individual and class progress. And, MyCommunicationLab comes from Pearson, your partner in providing the best digital learning experiences. www.mycommunicationlab.com

MyCommunicationLab Highlights:

MediaShare: This comprehensive file upload tool allows students to post speeches, outlines, visual aids, video assignments, role plays, group projects, and more in a variety of file formats. Uploaded files are available for viewing, commenting, and grading by instructors and class members in face-to-face and online course settings. Integrated video capture functionality allows students to record video directly from a webcam and allows instructors to record videos via webcam, in class or in a lab, and attach them directly to a specific student and/or assignment. The MediaShare app is available via iTunes at no additional charge for those who have purchased MediaShare or MyCommunicationLab access.

The Pearson eText: Identical in content and design to the printed text, the Pearson eText lets students access their textbook anytime, anywhere, and any way they want—including downloading to an iPad. Students can take notes and highlight, just as with a traditional text.

Videos and Video Quizzes: Videos provide students with the opportunity to watch and evaluate chapter-related multimedia. Many videos include automatically graded quiz questions.

PersonalityProfile: PersonalityProfile is Pearson’s online library for self-assessment and analysis. Online resources provide students with opportunities to evaluate their own and others’ communication styles. Instructors can use these tools to show learning and growth over the duration of the course.

Study Tools: A personalized study plan, chapter assessment, key term flashcards, an audio version of the text, and more provide a robust range of study tools to focus students on what they need to know, helping them succeed in the course and beyond.

Class Preparation Tool: Finding, organizing, and presenting the instructor resources is fast and easy with Pearson’s class preparation tool. This fully searchable database contains hundreds of resources, such as lecture launchers, discussion topics, activities, assignments, and video clips. Instructors can search or browse by topic and sort the results by type. Personalized folders can be created to organize and store content or download resources, as well as upload personal content.
Acknowledgments

Numerous people have contributed to previous editions as well as this edition of the book. First and foremost are the students who used this book and shared their time and learning experiences with us, the instructors who patiently taught us about communication and life, the colleagues who shared their expertise with us, the many graduate students who worked in our basic communication courses over the years, and the hundreds of undergraduate assistants and assistant supervisory instructors who assisted in the University of Nebraska’s Personalized System of Instruction basic communication course over the past 38 years.

A project of large proportion, this edition required the talents and hard work of many people. We extend our appreciation to Kelli Smith, Assistant Director of Career Planning and Placement at the University of Nebraska–Lincoln, for her review and guidance in the writing of the Employment Interview appendix. A very special thanks goes to Jeff Child, at Kent State University, for his insightful review and suggestions regarding Chapters 8, 13, and 14. Special thanks go to Marilyn Shaw, instructor of the Introductory Communication course at the University of Northern Iowa, for assisting with the Instructor’s Manual. We also thank Tiffany Wang, University of Montevallo, for her help in revising the Test Bank. In addition to Marilyn and Tiffany, many other faculty and graduate students helped us by providing ideas and suggestions too numerous to mention here, especially: Jenna Abetz, Elissa Arterburn, Diane Badzinski, Arleen Bejerano, Karla Bergen, Brandon Boatwright, Mary Bort, Dawn Braithwaite, Ann Burnett, John Caughlin, Kane Click, Susan Cusmano, Linda Dickmeyer, Sarah Dirks, Josh Ewalt, Gus Friedrich, Marianne Glaser, Bobbie Harry, Haley Kranstuber Horstman, Adam Jones, Jack Kay, Jody Koenig Kellas, Emily Lamb, Karen Lee, Ronald Lee, Kristen Lucas, Rob Patterson, Drew McGuin, Michelle Maresh, Carol Morgan, Bill Mullen, Richard Murphy, Damien Pfister, Jack Sargent, Kaitlyn Starks, Paul Schrodt, Jordan Soliz, Sarah Steinem, Blair Thompson, Shawn Wahl, Tiffany Wang, William (Bill) Wilmot, and Nicole Zumbach.

A very special thank you goes to Sarah Johansen and Michael Schwabe, two University of Nebraska students, for providing us with their informative and persuasive speeches. Sarah’s informative speech is in Chapter 11, and Michael’s persuasive speech is in Chapter 12. Both of these students not only provided outlines and transcripts of their speeches but also allowed us to video record their informative and persuasive speeches. Their speeches were rated by other students as the top two speeches in their class.

We thank all the undergraduate and graduate students at University of Nebraska–Lincoln, University of Northern Iowa, and Clemson University who provided resources and examples. We are especially grateful to the following honor students at Wayne State College in Wayne, Nebraska, who provided scenarios and boxed information for this edition: Alyssa Bish, Lindsey Boyum, Spencer J. Bradley, Tabitha Burger, Kelsey Doht, Logan J. Fischer, Kylie Funk, Kjirsten Gedwillo, Amanda E. Gubbels, Alexander Hamilton, Ashley Nicole Hammond, Jessica Henderson, Brittany Hermsen, Cody Howser, Callie Jean Janke, Mitchell Tyler Johnson, Clarissa Krac, Zachary D. Leitschuck, Cassie Minor, Sean Neal, Rachel Niedbalski, Sarah Plessing, Sydney G. Pokorny, Tiffinie Randall, Elisa Rempe, Michala Remund, Kella Rodiek, Molly B. Schroeder, Stephanie Ann Schumacher, Samantha Siewert, Bonnie Sisco, Chelsea Simmerman, Courtney Wiese, Chris Varney, Stephanie Whitlow, and Zachary J. Zobel.

We are extremely grateful to Carol Alper, senior developmental editor, for her critical guidance, editing, and developmental skills. It was Carol, more than any other individual, who made the ninth edition come together. Her patience, thoughtful suggestions, and understanding of what needed to be done made our job so much easier. We’d also like to express our appreciation to Melissa Mashburn, senior acquisitions editor, for her willingness to work with us and her encouragement and support throughout this project. We gratefully acknowledge all those at Pearson who had a hand in getting our manuscript into book form. We also thank Karon Bowers, Publisher, for her continued support (even though she continues to be a Longhorn, which is the only fault we have been able to identify).

The publishing of any book requires people dedicated to high quality, and this edition of our book is no
exception. We thank all those who participated in the review process of the first eight editions of the book:

Ritta Abell, Morehead State University; David Allison, Liberty College; Philip M. Backlund, Central Washington University; William Patrick Barlow, Madison Area Technical College; Marty Birkholt, Creighton University; Barbara L. Breacen, Lane Community College; Scott Britten, Tiffin University; Allan R. Broadhurst, Cape Cod Community College; Michael Bruner, University of North Texas; Diane O. Casagrande, West Chester University; Patricia Comeaux, University of North Carolina at Wilmington; Juanita E. Dailey, University of Rio Grande; Linda Y. Devenish, Ithaca College; Carley H. Dodd, Abilene Christian University; Terrence Doyle, Northern Virginia Community College; Sean M. Dunn, Bridgewater College; Richard C. Emanuel, University of Montevallo; Skip Eno, University of Texas at San Antonio; Jeanine Fassl, University of Wisconsin at Whitewater; Julia Fennell, Community College of Allegheny County, South Campus; Mary C. Forestieri, Lane Community College; Robert E. Frank, Morehead State University; Anne Grissom, Mountain View College; Kelby K. Halone, Clemson University; Ted Hindermarsh, Brigham Young University; Colleen Hogan-Taylor, University of Washington; David D. Hudson, Golden West College; Mary Lee Hummert, University of Kansas; David A. Humphrey, College of DuPage; Stephen K. Hunt, Illinois State University; Karla Kay Jensen, Nebraska Wesleyan University; Kathryn C. Jones, Northern Virginia Community College, Annandale Campus; Erik Kanter, Virginia Tech University; Thomas J. Knutson, California State University at Sacramento; Charles J. Korn, Northern Virginia Community College; Donald L. Loeffler, Western Carolina University; Louis A. Lucca, La Guardia Community College (CUNY); Mary Y. Mandeville, Oklahoma State University; Corinne E. Morris, Northeast Community College; William L. Mullen, Liberty University; Kay E. Neal, University of Wisconsin, Oshkosh; Dan O’Rourke, Ashland University; Nan Peck, Northern Virginia Community College; Kelly Petkus, Austin Community College; Sandra E. Presar, West Virginia Wesleyan College; Marlene M. Preston, Virginia Polytechnic Institute and State University; Richard G. Rea, University of Arkansas; Marc E. Routhier, Frostburg State College; Jared Saltzman, Bergen Community College; Susan Schuyler, University of Wisconsin, La Crosse; Marilyn M. Shaw, University of Northern Iowa; Donald B. Simmons, Ashbury College; Cheri J. Simonds, Illinois State University; Donald Smith, Northern Virginia College; Theresa Tiller, Rose State College. Mary Anne Trasciatti, Hofstra University; Beth Waggenspack, Virginia Polytechnic Institute and State University; Catherine Egley Waggoner, Ohio State University; Gretchen Aggertt Weber, Horry-Georgetown Technical College; Kathie A. Webster, Northwest Missouri State University; Larry A. Weiss, University of Wisconsin at Oshkosh; Cherie C. While, Muskingum Area Technical College; Karen Wolf, Suffolk Community College; David W. Worley, Indiana State University.

Finally, thanks to those who provided analysis of the eighth edition and made recommendations and suggestions for this new edition: Matt Barton, Southern Utah University; Angela Gibson, Shelton State Community College; Roxanne Heimann, University of Northern Iowa; Alyssa Kauffman, Suffolk County Community College; Thomas Ruddick, Edison Community College
Some Concluding Comments . . .
and a Request for Your Thoughts

It is time to ask for your help again. As we have in previous editions, we spared no effort to make this new edition the best ever. Although we are always striving for perfection, we more often than not fall short on some things. There is always room for improvement! We sincerely request your comments. If there’s something you feel can be improved, please let us know. Write, call, fax, or email us at one of the contacts below. We will listen and respond to your comments as quickly as possible. Thank you in advance for your help.

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Bill Seiler is a professor in the Department of Communication Studies, University of Nebraska–Lincoln, where he has taught since 1972. He was department chair for over 20 years and now teaches and directs the introductory course full-time. The Undergraduate Leadership Award was renamed the William J. Seiler Undergraduate Leadership Award to honor him and his leadership of the department. Other honors include Outstanding Educator of America, Outstanding University and College Teacher by the Nebraska Communication Association, Outstanding Young Alumni and Distinguished Alumni Awards from the University of Wisconsin at Whitewater, and 2002 Boss of the Year Award. Bill earned a bachelor’s degree in education from the University of Wisconsin at Whitewater, a master of arts from Kansas State University, and a doctorate from Purdue University. He is an experienced educator, consultant, researcher, and author in the area of communication and has an adjunct appointment in Teachers College.

He is an avid golfer who plays every chance he gets, which unfortunately is never enough. (This is his excuse for not playing well.) He loves his Nebraska Huskers. Bill and his wife Kathi’s family includes two daughters, Dana and Dionne; two sons-in-law, Lee and Wade; two grandchildren, Grant and Will; and three step-grandchildren, Zach, Stephanie, and Taylor.
Melissa Beall is a professor in the Communication Studies Department and a member of the teacher education faculty at the University of Northern Iowa. Dr. Beall, a proud Husker fan, received all three of her degrees from the University of Nebraska–Lincoln. Her areas of expertise include listening, intercultural listening, intercultural communication, communication and technology, and communication theory. She teaches oral communication, listening, public speaking, critical thinking, college teaching, communication and technology, language and communication, intercultural communication, and communication theory. Dr. Beall’s honors include Iowa Board of Regents Faculty Excellence recipient, 2012 Central States Communication Association Hall of Fame, International Listening Association’s Outstanding Listening Educator, Listening Hall of Fame, and numerous teaching awards. She has served on numerous editorial boards; presented over 600 papers, programs, or workshops; is past president of the Iowa Communication Association; and is vice president of three organizations: the World Communication Association, the Pacific and Asian Communication Association, and the International Association of Communication Sciences. She is an officer in her local AAUP chapter and is a past president of the Central States Communication Association and of the International Listening Association; she has also served as an officer in many divisions of the National Communication Association.

Joseph Mazer is an assistant professor and associate chair of the Department of Communication Studies at Clemson University. His scholarly and teaching interests are in instructional communication, social media, quantitative research methods, and the introductory communication course. Joe’s research has been published in a variety of journals and has been recognized through top paper awards from the National Communication Association and Central States Communication Association. His research topics include emotion in teaching and learning, social media and interpersonal relationships, and measurement and data analytic issues in communication research. He has received international, regional, university-wide, and departmental recognition for outstanding teaching.

Joe is an active member of the National Communication Association and Central States Communication Association, where he has held several leadership roles; serves on editorial boards for several journals; and is associate editor of the Basic Communication Course Annual. Joe received his Ph.D. in communication studies from Ohio University, a master’s degree in communication from Illinois State University, and a bachelor’s degree in mass communication from Mansfield University. Joe resides in Clemson, South Carolina, with his wife, Chrissy, and their dog, Abby. Together, Joe and Chrissy enjoy cooking, spending time with family and friends, and cheering for the Clemson Tigers!