

# PREFACE

## Second Edition Overview

A cosmetic face-lift of a successful textbook doesn't justify the considerable expenditure we ask our students to make when purchasing a revised edition. Consequently, although a glance at the Table of Contents might indicate that little has changed in this second edition, substantial revisions and improvements in fact have been made. These include:

1. A new chapter on communication climate (Chapter 2) was added to address more thoroughly the benefits of cooperative communication patterns and to provide relevant skills training earlier in the text.
2. All chapters have been refined, some significantly, to avoid overwhelming the student reader with too much information for a one-term course. (For instructors who are interested in a customized edition, with even fewer chapters, your local McGraw-Hill publishing representative is prepared to assist.)
3. Chapter 9, Technology and Communication Competence, has been substantially rewritten and updated to address the rapid changes in communication technologies over just the past few years. The chapter has been moved to Part One to reflect the profound influence of communication technologies on contemporary personal and social relationships. Additional references to technology appear throughout the book.
4. New *Sharper Focus* sidebars such as "Cell Phone Etiquette" and "Netiquette" and *Focus on Controversy* sidebars such as "The Monster Study: The Ethics and the Power of Mislabeling" and "Gender and Relationship Violence" have been developed, and previous ones have been updated.
5. Hundreds of new studies and research references have been added. This brings the book total to more than 1,300 references, of which the majority are recent.
6. Coverage of ethical communication has been expanded significantly. The NCA ethical guidelines are integrated into the communication competence model provided in Chapter 1 and are applied appropriately throughout the text.
7. Coverage of how to use the Internet to research speech topics has been expanded and updated (Chapter 15).
8. Gender and culture have been thoroughly integrated into the text even more substantially than in the first edition.
9. Hundreds of new examples, stories, jokes, and anecdotes have been added to make the content current and to engage the reader.
10. Keeping visual learners in mind, the visual program has been edited and expanded to include new photos, cartoons, and graphics.

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11. I recognize that students rarely act on suggestions for additional reading material since perusing the textbook is a major undertaking. Thus, I have suggested credible readings from popular publications, which students might find enticing, and purposely have avoided recommending esoteric journal articles and academic tomes.
12. A new learning tool entitled *Film School* identifies carefully selected movies on video/DVD that illustrate key concepts for each chapter. Instead of doing the work for students by analyzing each film and applying it to chapter material, students are asked to answer critical thinking questions about each film.
13. Quizzes without Consequences (short practice tests) can be accessed by logging on to the Web site for this text: [www.mhhe.com/rothwell2](http://www.mhhe.com/rothwell2)

For those who are unfamiliar with the first edition of *In the Company of Others*, the primary features that distinguish it from other human communication textbooks are provided in the next section.

### Features

While covering all the standard topics in substantial detail, and remaining faithful to the core material almost all instructors agree is essential to the basic communication course, *In the Company of Others* also is unique in significant ways. Here are the main distinguishing features.

#### Cooperation: A Recurring Theme

One contribution of great potential for the communication discipline is that not only can we discuss cooperation theoretically, but we can also provide specific, concrete advice on how to structure human transactions so that cooperation can become a reality. Many textbooks, not only in the communication discipline, pay lip service to the need for human cooperation, but they are curiously devoid of informed suggestions about how to make it happen. This does little more than frustrate students who are looking for concrete ideas and specific advice to help them work together with others. *In the Company of Others* thoroughly addresses the issue of cooperation in interpersonal relationships, in group transactions, even in public speaking. This book is based on the assumption that cooperation should be embraced, nurtured, and cultivated. The addition of Chapter 2, *Communication Climates*, to the second edition expands on this theme. Material on defensive versus supportive communication has been moved from Chapter 10 and incorporated in this new early chapter so students can begin to develop the important supportive, cooperative communication skills early in the term. Chapter 2 also features a new discussion of connecting bids, a process that research shows can save relationships from deterioration or demise.

#### Communication Competence Model: A Foundation for Students

The communication competence model is one of our discipline's unique contributions to understanding and improving human behavior. One of the premises of this book is that communication competence, whether in the arena of interpersonal, small group, public speaking, or communication technology, is critical to student

success and achievement. The five components of the model—knowledge, skill, sensitivity, commitment, and ethics—highlight the complexity of the communication process and provide direction and guidance for students. The communication competence model is fully and systematically integrated throughout the text, not merely discussed in the first chapter, then dropped entirely or given passing mention in later chapters. Most topics and issues in the text, including perception of self and others, intercultural communication, language use, listening, transacting power, managing conflict, and using communication technologies are analyzed from the model's perspective.

### Integration of Gender and Culture

Gender and culture are important themes because we live in a world of increasing diversity. *In the Company of Others* treats gender and culture as integral parts of the overall discussion of communication. Gender receives special attention early in the text in Chapter 3, and culture is the subject of Chapter 4. These two chapters form the basis for gender and culture coverage in almost every chapter. Topics related to gender and culture include: cultural differences in perception and non-verbal meanings, the role of gender and culture in powerful/powerless language, cross-cultural friendships and romantic relationships, gender and cultural bias in the workplace, the effects of communication technologies on cultural transactions, and many others.

### Emphasis on Power

Power is inherent in every human transaction, and the communication discipline has many valuable insights to offer on this important subject. This text is unique in how it treats power as a central variable within all communication. Chapter 8 gives special focus to the subject of power in relationships, and later chapters include additional discussions and applications. Such topics as the effects of power imbalances in relationships, sexual harassment in the workplace, sources of personal power, strategies for transacting power competently and cooperatively, and ways to empower ourselves and others are addressed.

### Focus on Critical Thinking

Asking students to think critically and to determine which ideas and conclusions make more sense than others may strike some as promoting closed-mindedness. "Shouldn't all ideas be given an equal hearing?" Chapter 7 explores skepticism and the probability model like no other textbook, discussing the issue of open- and closed-mindedness in the process. The point is made that open-minded communication follows where evidence and reasoning leads us, and that closed-minded communication accepts or rejects an idea or conclusion despite the evidence and reasoning. The chapter provides criteria for evaluating evidence and reasoning to help students sort out the sensible from the not-so-sensible ideas and conclusions while they listen to the messages of others. Chapters 16, 17, and 18 offer further coverage of critical thinking, with a focus on using sound reasoning and concrete evidence to build both informative and persuasive speeches. Finally, the "Focus on Controversy" sidebars are designed specifically to encourage critical thinking about complex issues.

### Focus on Controversy Boxes

Communication theory separated from the realities of a complex and troubling world can seem sadly irrelevant to students faced with vexing problems. Addressing important controversies directly can provide significant opportunities for student learning. The “Focus on Controversy” sidebars present current, controversial issues. The aim is to show students how to weigh evidence and draw conclusions supported by research. Examples include:

- The Ethics of Hypercompetitiveness,
- Excessive Self-Esteem,
- Gender and Relationship Violence,
- Verbal Obscenity,
- Crying in the Workplace,
- The Silencing of Female Public Speakers,
- The Ethics of Deleting Presidential Verbal Gaffes, and
- Plagiarism of Public Speeches.

Every controversy receives a balanced treatment, with conclusions drawn and thought-provoking questions posed. Treatment of relevant controversies are certain to spark interesting discussion in the classroom and, more importantly, trigger critical thinking.

### A Fresh Look at Communication Technologies

No one can doubt the enormous impact communication technologies are having on our lives. How we cope with these technologies and the huge changes that they bring to our lives is a vital issue. Chapter 9 addresses the trends and issues associated with these changes. Students should learn not only how to evaluate the accuracy of information and the credibility of sources but also how to handle the sheer volume of information that technology makes available. The chapter gives students concrete suggestions for coping with information overload and balancing their real lives and face-to-face relationships with their time in the virtual worlds of the Internet and the World Wide Web. Advice is also provided on cell phone and e-mail etiquette.

### Extensive Treatment of Speech Anxiety and Attention Strategies

*In the Company of Others* provides the most extensive treatment of speech anxiety of any human communication textbook. It is the most important concern on most students' minds when they are told that giving speeches will be a required activity in class. Also, no hybrid textbook on communication covers attention strategies as thoroughly as *In the Company of Others*. Let's face facts: no one wants to listen to boring speeches and no one wants to present a speech that induces audience catatonia. Attention strategies are a vital part of an effective speech.

### Carefully Composed Model Speeches

A major concern I had with general communication textbooks before I wrote *In the Company of Others* was that models for informative and persuasive speeches only

partially followed advice offered in the text I used. Often the model speech contradicted advice provided in the main text. Model informative and persuasive speeches have been carefully composed to illustrate the advice offered in the text.

## Readability

Samuel Johnson's comment, "What is written without effort is in general read without pleasure" guided the writing of this textbook. Readability is a vital concern to me. Textbooks should not induce a coma, although it is understandable why some might cause eyelids to slam shut. Textbooks are not meant to read like the latest Stephen King novel, but they don't need to be a horror by reading like instructions for programming your VCR. Similarly, an overly dense, theoretical text written in technical language can impede clarity and understanding for students and create the kind of frustration many people experience when reading manuals for using the latest computer software. Consequently, obvious and not-so-obvious places have been searched to provide the precise example, the amusing illustration, the poignant event, and the dramatic instance to engage readers, enhance enjoyment, and improve clarity. Colorful language and lively metaphors have been sprinkled throughout the text to provide vividness. Additionally, a recurring segment called "Sharper Focus" uses extended examples to illustrate important points and ignite student interest. Sample topics include stereotyping of Asian students, cultural differences in perception of the "nanny trial," dealing with a Bill Gates temper tantrum, challenging the "glass ceiling" in the workplace, teamwork and the U.S. women's Olympic basketball team, stage fright among great speakers and performers, and China and the Internet. (Questions do not appear at the end of "Sharper Focus" sidebars as they do in FOC sidebars because the information presented is straightforward and offered to expand on a concept or idea, not to challenge a point of view or idea.)

Finally, the readability of *In the Company of Others* has been enhanced by extensive classroom testing of the book. Hundreds of students offered constructive comments, which were used to improve the readability of the final product. If this textbook is successful in gaining and maintaining the interest of readers, I owe a debt to those students who provided helpful advice.

## Organization of the Text

*In the Company of Others* is divided into four parts. Part One, Fundamentals of Communication, lays the groundwork for the other three parts. Chapters 1 through 9 discuss the communication competence model, establishing a constructive communication climate, the role of perception in human transactions, intercultural communication, the use and misuse of language, nonverbal communication, the listening process, power in communication transactions, and the influence of communication technologies on human transactions. Each of these subjects crosses into every arena of communication. These arenas are treated in Parts Two through Four.

Part Two, Interpersonal Communication, discusses interpersonal dialectics, strategies for making relationships work, and conflict management techniques (Chapters 10–11). Part Three, Group Communication, explains the anatomy of small groups, teambuilding, and teamwork in groups and organizations (Chapters 12–13). Part Four, Public Speaking, addresses beginning the public speaking process,

developing a speech, presenting the speech to an audience, and constructing an effective informative or persuasive speech (Chapters 14–18).

## Supplements

*In the Company of Others* is accompanied by a comprehensive package of instructor resources that specifically address the challenges of teaching and managing the basic communication course. Please consult your local McGraw-Hill representative for more information on any of the supplements.

### For the Student

*The Student CD-ROM* includes relevant videos, helpful practice quizzes, unique activities and more. Icons in the text margins indicate content that is supported by the CD-ROM. All new copies of *In the Company of Others* include the Student CD-ROM. However, it is available for purchase separately.

- *Video Clips*—Offer students over 60 minutes of footage that illustrates communication concepts and fundamentals. Sample student speeches help novice speakers visualize classroom presentations.
- *Communication Competence Activities*—Engage students in chapter-related activities that integrate the strategies of the Communication Competence Model presented throughout the text.
- *Quizzes Without Consequences*—Allow students to take practice tests for each chapter in the text and feature multiple choice and true/false questions.
- *Topic Helper*—Lists hundreds of sample topics for speeches.
- *Checklist for Preparing and Delivering a Speech*—Provides a handy list of steps to help students manage and prepare their speeches.
- *Outline Tutor*—Helps students organize their materials by providing a computerized form for creating conventional outlines.
- *Audio Flashcards*—Allow students to review key terms aurally and visually and improve comprehension of key chapter concepts.
- *PowerPoint Tutorial*—Explains basic steps for creating an effective PowerPoint-assisted presentation.
- *Bibliography Formats*—Illustrates how to cite a broad range of sources with examples from two of the most popular style guidelines: Modern Language Association (MLA) and American Psychological Association (APA).
- *Internet Primer*—Guides students on the basics of computer and Internet usage.
- *Guide to Electronic Research*—Offers an in-depth look at using a computer and the Internet as a research tool.

*The Online Learning Center* ([www.mhhe.com/rothwell2](http://www.mhhe.com/rothwell2))—This free, web-based, student supplement features helpful tools for class and exam preparation, interactive exercises related to communication competence, and links to relevant Internet Web sites. Designed specifically to complement each text chapter, the Online Learning Center offers:

- *Communication Competence Activities*—Designed to engage students in the strategies of the Communication Competence Model that is integrated throughout the text.

- *Chapter Objectives, Outlines, and Summaries*—Intended to give students signposts for understanding and recognizing key chapter content while participating in class and while studying on their own or in groups.
- *Quizzes Without Consequences*—Allow students to take practice multiple choice and true/false tests for each chapter.
- *Glossary*—Provides easy access to key terms while using the Online Learning Center.
- *Crossword Puzzles*—Allow students to test their recall of key concepts.
- *General Web links*—Offer relevant chapter-by-chapter links for further research.
- *Worksheets*—Offer activities and projects that are based on chapter content.

*PowerWeb*—This resource is offered free with the purchase of a new copy of the text. It is available by logging onto the Student's Online Learning Center and by using the registration code printed on the PowerWeb postcard bound directly into *In the Company of Others*. PowerWeb helps students conduct online research by providing access to high quality academic sources. PowerWeb is a password-protected site that provides students with three outlets for accessing primary source material: first, through a library of course-specific, peer-reviewed articles from the scholarly and popular press, structured according to the typical basic course syllabus; second, through weekly updates that reflect key concepts and themes in the basic course; and third, through Northern Lights, a search engine that filters the Internet for reliable source material. For further information about PowerWeb, visit [www.dushkin.com/powerweb/pwwt1.mhtml](http://www.dushkin.com/powerweb/pwwt1.mhtml).

### For the Instructor

A wide range of useful instructor resources is available on the Instructor's Resource CD-ROM and via the Online Learning Center at [www.mhhe.com/rothwell2](http://www.mhhe.com/rothwell2). (Please note, for reasons of security, the test bank is not posted on the Online Learning Center)

- *Chapter Outlines*—Offer comprehensive reviews of chapter material for easy reference and course design.
- *Lecture Suggestions and Exercises*—Provide ideas and activities for classroom discussion, lectures, and group work.
- *Web sites For Further Information*—Offers addresses and descriptions of sites recommended for student research and instructor resources.
- *Recommended Films*—Provides an annotated list of helpful films for classroom use.
- *Transparency Masters*—Provide presentation materials for professors who want to focus on those sections in the text that deliver specific advice and skill building concerning communication competence.
- *A Complete Test Bank*—Offers numerous multiple choice and true/false questions along with suggestions on how to set up cooperative testing. The Test Bank is available on the Instructor's Resource CD-ROM as an easy-to-use computerized test bank program that is compatible to both Windows and Macintosh computers or as a basic Word document.
- *Resource Integrator*—Organizes all print and media resources by learning objective so that instructors can tailor the Rothwell learning system to their

courses and develop syllabi that indicate not only relevant content in the book but also across the whole *In The Company of Others* package: text, CD-ROM, and Online Learning Center.

- *PowerPoint Lecture Slides*—Provide professionally developed chapter-by-chapter presentation visual aids.

*PageOut: The Course Web site Development Center*—All online content for the text is supported by WebCT, Blackboard, eCollege.com, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get professors and their courses up and running online in a matter of hours, at no cost. PageOut was designed for instructors who are just beginning to explore Web options. Even a novice computer user can create a course Web site with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, visit [www.mhhe.com/pageout](http://www.mhhe.com/pageout).

## Acknowledgments

Since the initial publication of *In the Company of Others* much has changed, not the least of which is that Mayfield, publisher of the first edition, was acquired by McGraw-Hill. Executive editor Nanette Kauffman made the transition from Mayfield to McGraw-Hill an amazingly smooth one for me. She deserves my great gratitude for believing that *In the Company of Others* has the potential to be a market-leading textbook and then providing the resources to support this belief. She also proved to be a most pleasant and capable editor at every stage of this revision.

Pam Gordon, my developmental editor, was a joy to work with and a true professional. Through a convergence of unforeseen circumstances, I found myself simultaneously revising two different textbooks, each for a different publisher. Pam managed to keep me on track, gently pointed out to me when I had confused one book for another, and helped me keep my sanity throughout this challenging time. Her attention to detail was astounding.

Brian Pecko, photo researcher extraordinaire, devoted hours to finding elusive photographs from not always helpful sources. Although we were disappointed to find that some photographs were not available, Brian managed to locate alternatives that were as good, even better in some instances. I thank him for his commitment to this project and his considerable skill in translating my occasionally vague description of a photographic idea into a concrete image.

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I was often impressed by your insights and the eloquence and passion with which you expressed your wisdom.

I also cannot resist commenting specifically on Carlos Aleman's more than 65-page final review. In addition to providing numerous useful ideas and trenchant comments, I was simply impressed by the sheer magnitude of the effort. I hope McGraw-Hill provided appropriate compensation. As appreciative as I am for Professor Aleman's massive critique, I am thankful that the other reviewers didn't decide to do likewise. It would have been similar to reading *War and Peace*.

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