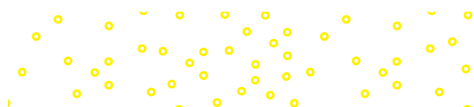


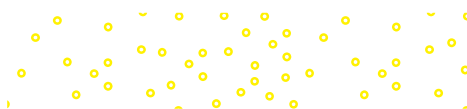
interpersonal communication

2024 Release

KORY FLOYD

University of Arizona





INTERPERSONAL COMMUNICATION, 2024 RELEASE

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Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 29 28 27 26 25 24

ISBN: 978-1-266-35875-3 (bound)

MHID: 1-266-35875-7 (bound)

ISBN: 978-1-264-94389-0 (loose-leaf)

MHID: 1-264-94389-X (loose-leaf)

Senior Product Development Manager: *Dawn Groundwater*

Product Developer: *Elizabeth Murphy*

Marketing Manager: *Natalie Graner*

Program Manager: *Danielle Clement*

Content Project Managers: *Sherry Kane (Core), Vanessa McClune (Assessment)*

Manufacturing Project Manager: *Sandy Ludovissy*

Content Licensing Specialist: *Sarah Flynn*

Cover Image: *mohinimurti/Shutterstock*

Compositor: *Aptara[®], Inc.*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Names: Floyd, Kory, author.

Title: Interpersonal communication / Kory Floyd.

Description: 2024 Release. | Dubuque : McGraw Hill LLC, [2024] | Includes index.

Identifiers: LCCN 2023029176 (print) | LCCN 2023029177 (ebook) | ISBN 9781266358753 (hardcover; alk. paper) | ISBN 9781264943890 (spiral bound; alk. paper) | ISBN 9781265432645 (ebook) | ISBN 9781264946945 (ebook other)

Subjects: LCSH: Interpersonal communication.

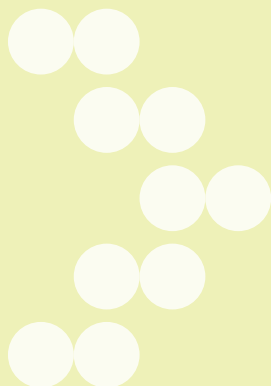
Classification: LCC BF637.C45 F56 2024 (print) | LCC BF637.C45 (ebook) | DDC 153.6—dc23/eng/20230623

LC record available at <https://lccn.loc.gov/2023029176>

LC ebook record available at <https://lccn.loc.gov/2023029177>

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.





To those who communicate
for the betterment of us all.



Dear Readers,

I can still recall how my family reacted when I said I wanted to study communication. *You already know how to communicate*, I remember one relative saying. Communication seemed like common sense to my family members, so they weren't entirely sure why I needed a PhD just to understand it.

As it turns out, a lot of other people feel the way my relatives do. Because each of us communicates in some form nearly every day of our lives, it's hard not to think of communication as completely intuitive.

That is especially true for interpersonal communication because forming and maintaining relationships with others is such a pervasive human activity. What can we learn from research and formal study that we don't already know from our lived experience? Aren't we all experts in interpersonal communication? Just for the sake of argument, let's say we are. Why, then, do we so often misunderstand each other? Why is our divorce rate as high as it is? How come it seems like conflict and deception are all around us? How do we explain the popularity of online support groups? If we're all experts at communicating interpersonally, why is it so challenging? Maybe communication isn't as intuitive as we might think.

My goal with *Interpersonal Communication* is to help students see how communication not only affects their relationships but also influences their health, happiness, and quality of life. I want to encourage students to go beyond commonsense notions about communication and help them see the value of investigating interpersonal processes—both face-to-face and online—in a systematic manner. Importantly, I strive to meet those priorities while speaking to students in a way that interests them and helps them use content and cognitive tools to relate theories and concepts to their own experiences.

And those experiences—along with the ways we communicate—are changing quickly these days. With electronically mediated communication, what used to be unprecedented is now commonplace. Deployed military personnel watch the births of their children live via Zoom. College students organize rallies with less than a day's notice on Twitter (X). Adults who were given up for adoption as infants use Facebook to find their biological parents. Each new technology expands our world just a little more, making interpersonal communication skills increasingly valuable. With a focus on well-being, everyday applications, and adaptability to situations and channels, *Interpersonal Communication* helps students build the interpersonal skills they'll need to communicate effectively in today's quickly changing environments.

Just as our communication adapts to new communication channels, so do the ways we study and teach. *Interpersonal Communication* provides students and teachers with a holistic course solution through Connect. An all-inclusive learning tool, Connect offers students a personalized reading experience with SmartBook 2.0, an adaptive ebook that targets areas for improvement and serves up interactive learning resources as needed. Connect also helps instructors gauge students' skills and comprehension through online quizzes and homework assignments. Meanwhile, the Instructor's Manual, Test Bank, and PowerPoint slides provide additional tips and activities. By seamlessly integrating all the resources for *Interpersonal Communication* in one place, Connect helps teachers get the most out of their class time and helps students study smarter.

I hope you will find the result of these efforts to be a well-integrated package of engaging and contemporary materials for the study of interpersonal communication.



Photo taken by Michael Chansley Photography

A handwritten signature in black ink, appearing to read 'KMFJL'.



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Preface

Interpersonal Communication meets students where they are, helping them to see how communication not only affects their relationships but also influences their health, happiness, and quality of life. Author Kory Floyd demonstrates how interpersonal theories and concepts relate to students' real life experiences. With instruction that encourages students to go beyond commonsense notions about communication, *Interpersonal Communication* teaches students to investigate interpersonal processes—face-to-face and online—in a systematic manner, and to apply what they learn to their own lives.

Instructor's Guide to Connect for *Interpersonal Communication*

When you assign Connect, you can be confident—and have data to demonstrate—that the students in your courses, however diverse, are acquiring the skills, principles, and critical processes that constitute effective communication. This leaves you to focus on your highest course expectations.

McGraw Hill Connect offers full-semester access to comprehensive, reliable content and learning resources for the *Interpersonal Communication* course. Connect's deep integration with most Learning Management Systems (LMS), including Blackboard and Brightspace (formerly Desire2Learn), offers single sign-on and deep gradebook synchronization. Data from Assignment Results reports synchronize directly with many LMS, allowing scores to flow automatically from Connect into school-specific grade books, if required.

Tailored to you.

Connect offers on-demand, single sign-on access to students—wherever they are and whenever they have time. With a single, one-time registration, students receive access to McGraw Hill's trusted content. **Students also have a courtesy trial period during registration.**

Evergreen delivery.

Content and technology are ever-changing, and it is important that you can keep your course up to date with the latest information and assessments. That's why we want to deliver the most current and relevant content for your course, hassle-free.

Floyd, *Interpersonal Communication*, is moving to an evergreen delivery model, which means it has content, tools, and technology that is updated and relevant, with updates delivered directly to your existing McGraw Hill Connect® course. Engage students and freshen up assignments with up-to-date coverage of select topics and assessments, all without having to switch editions or build a new course.

Easy to use.

Connect seamlessly supports all major learning management systems with content, assignments, performance data, and SmartBook 2.0, the leading adaptive learning system. With these tools, you can quickly make assignments, produce reports, focus discussions, intervene on problem topics, and help at-risk learners—as needed and when needed.

A personalized and adaptive learning experience with SmartBook 2.0.

Boost student success with McGraw Hill's adaptive reading and study experience. The *Interpersonal Communication* SmartBook 2.0 highlights the most impactful interpersonal communication concepts the learner needs to study at that moment in time. The learning path continuously adapts based on what the individual student knows and doesn't know and provides focused help through targeted assessments and Learning Resources.

The Use of Space

When we interact socially, we constantly negotiate our use of space. That behavior becomes particularly apparent when our personal space is limited. Think of being in a crowded elevator or on a full airplane. Why do so many of us find such situations to be uncomfortable? The scientific study of spatial use, known as **proxemics**, explains that we each have a preferred amount of personal space that we carry like an invisible bubble around us. How much personal space each of us prefers depends on our temperament, the type of situation we're in, and how well we know the people around us.

In the IM: The out-of-class activity "Personal Space Violations" encourages students to commit small personal space violations in public situations to gauge others' reactions.

Anthropologist Edward T. Hall discovered that in Western cultures, people use four *spatial zones*, or levels of personal distance, when interacting with one another.⁷⁸ **Intimate distance**, which ranges from 0 to approximately 1½ feet, is the zone we willingly occupy with only our closest and most intimate friends, family members, and romantic partners. With other friends and relatives, we typically maintain a **personal distance**, which Hall defined as extending from 1½ to about 4 feet. With customers, casual acquaintances, and others whom we don't know very well, we occupy a **social distance**. That ranges from about 4 to 12 feet and conveys more formal, impersonal interaction. Finally, **public distance** typically applies when someone is giving a speech or performing in front of a large audience. Public distances are usually 12 to 25 feet or greater, depending on the circumstance.

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FIGURE 3 Hall's Four Spatial Zones: Edward T. Hall suggested that people observe four zones of space with each other: an intimate zone, a personal zone, a social zone, and a public zone.

Andres Rodriguez/Alamy, Sam Edwards/age fotostock, Image Source/Punchstock, Brzozowska/Getty Images, UpperCut Images/SuperStock



Enhanced and updated coverage!

With a suite of Learning Resources and adaptive assessments, as well as highlights of key chapter concepts, SmartBook 2.0's intuitive technology optimizes learner study time by creating a personalized learning path for improved course performance and overall learner success. Learning Resources for *Interpersonal Communication* reflect the most up-to-date research, terminology, and discussions around topics of sex, gender, and culture.

SmartBook 2.0 highlights the key concepts of every chapter, offering students a high-impact learning experience.

Social Zones

Social distance is the spatial zone used with customers and casual acquaintances.

Jamaal has a professor who often abandons the lectern—and with it public distance—to sit on an empty student desk during class. At first Jamaal was uncomfortable having Dr. Smith so close. However, as Jamaal got to know his professor better, it felt less awkward when he moved from public distance into **social distance**—4 to 12 feet—to do his lectures.



Learn more on the next page.

(Photo): Hero Images/Getty Images


Over 100 interactive Learning Resources.

Presented in a range of interactive styles, the Learning Resources in *Interpersonal Communication* support learners who may be struggling to master, or simply wish to review, the most important communication concepts. Designed to reinforce essential theories and skills—from competent online self-disclosure and nonverbal communication channels to detecting deceptive communication and managing relationships—every

Learning Resource is presented at the precise moment of need. Whether a video, audio clip, or interactive mini-lesson, each Learning Resource is new and is designed to give learners a lifelong foundation in strong interpersonal communication skills.

More than 1,000 targeted assessments.

Class-tested at colleges and universities nationwide, a treasury of engaging adaptive assessments—new and revised—assess learners at every stage of the learning process, helping them to thrive in the course. Designed to gauge learners' comprehension of the most important concepts in *Interpersonal Communication*, and presented in a variety of interactive styles to facilitate learner engagement, targeted assessments give learners immediate feedback on their understanding of the content, identifying a learner's familiarity with the instruction and pointing them to areas where additional review is needed.



Interpersonal Communication **bridges theory and practice**

New! Over 50 percent new scholarly references.

A thorough update of the entire text, including coverage reflecting the latest research around gender identity, and topics surrounding changes in relationships affected by the COVID-19 pandemic, immerses students and instructors alike in the latest and best knowledge about interpersonal communication available today.

Seamless integration of scholarship, theory, and skills.

By combining the latest research with the everyday scenarios learners face, author Kory Floyd presents a systematic and modern approach to the study of interpersonal communication that helps students build vital interpersonal skills and make sound choices—academically, personally, and professionally.

Emphasis on critical thinking and self-reflection.

Students have numerous opportunities to make connections between the text and their own lives, as well as to consider how their communication choices influence the outcomes they experience.

- *Learn It/Apply It/Reflect on It.* This section-ending feature encourages students to assess their comprehension, practice theory in their own lives, and reflect on their experiences to improve self-awareness.
- *Fact or Fiction?* This feature allows students to challenge their assumptions about interpersonal communication.

Examples with real-world relevance relate content to real life.

New chapter-opening vignettes, refreshed examples in every chapter, and a current photo program enliven the content and allow learners to study interpersonal communication in an engaging way that directly relates to them. In addition to these features, examples throughout *Interpersonal Communication* now include online and workplace communication scenarios and examples relevant to, and reflective of, the diverse experiences and lifestyles of students of all backgrounds and age groups.

Online in Connect, a suite of Application-Based Activities engage students in highly interactive, automatically graded, online learn-by-doing exercises. These activities provide students with a safe space to apply their knowledge and problem-solving skills to real-world scenarios.

Interpersonal Communication **emphasizes critical contexts:** **technology, gender, culture, and** **relationships**

Discussions of culture, gender, and diversity are integrated throughout the text.

Every chapter includes essential information about how culture, gender identity, and sexuality affect communication. Throughout *Interpersonal Communication*, coverage of topics relating to gender has been updated to reflect the latest scholarship and terminology, as well as current cultural conventions for applying gender-neutral pronouns and using inclusive language. Discussions around diversity include the priorities and challenges of socially marginalized groups such as immigrants, sexual minorities, people with disabilities, people with psychological disorders, older people, and economically disadvantaged individuals.

Online and electronically mediated communication integrated into every chapter.

Every chapter includes comprehensive coverage of technology and digital devices' influence on interpersonal communication, from online deception

and relational maintenance via texts to improving listening and emotional expression when online. This release puts a special focus on the role that electronically mediated forms of communication increasingly have on our interpersonal lives as result of COVID-19. Chapters include helpful guidance on managing one's image online, perceiving the self and others over social media, and maintaining relationships at a distance. This coverage provides learners with the latest research and practical skills they can immediately use in their own lives.

Enhanced coverage of deceptive communication.

Unique in its focus on the timely and critical topic of deceptive communication, Chapter 12 continues to offer guidance for responding to the various types of deception students encounter in their daily lives. *Interpersonal Communication* also addresses the evolving nature of research surrounding deceptive communication, including in the areas of ethical and cross-cultural perspectives on deception.

Competent Online Communication

These days, much of our interpersonal communication takes place in electronically mediated contexts. These include e-mail, instant messaging, and text messaging; social networking (such as on Facebook and LinkedIn); tweeting; image sharing (such as on YouTube and Instagram); and videoconferencing (such as on Zoom and FaceTime), among others. As you'll see in this section, communicating competently in these venues requires paying attention to their unique capabilities and pitfalls.

BEWARE OF THE POTENTIAL FOR MISUNDERSTANDING Face-to-face conversations allow you to pay attention to behaviors that help to clarify the meaning of a speaker's words. People's facial expressions, gestures, and tone of voice, for example, generally provide clues about what they are trying to say. Are they speaking seriously or sarcastically? Are they upset or calm, tentative or self-assured? We can usually tell a lot about people's meaning by considering not only *what they say* but *how they say it*.

We saw earlier that some channel-lean forms of communication—such as tweeting and instant messaging—rely heavily on text, restricting our access to facial expressions and other clues. As a result, these forms of communication increase the potential for misunderstanding. Many of us have had the experience of teasing or joking with someone in a text message, for instance, only to discover that the person took our words seriously and felt offended or hurt.

To communicate competently when using channel-lean media, follow these guidelines:



Interpersonal Communication promotes competence

Whether online or face to face, students will understand how to be an effective communicator and learn the skills needed to make competent choices in their own lives.

Skills self-assessment.

The Assess Your Skills feature in the text and the Skills Assessment feature in Connect ask learners to evaluate their tendencies and competence in specific interpersonal skills.

Communication dark side/light side.

These boxes examine the common positive and negative communication issues that people face. In this practical feature, students gain insight into how to best navigate these challenges and choices.

Got Skills? activities.

These innovative boxes tell students why a specific interpersonal skill matters, while instructing them on how to practice the skill and reflect on the practice for a holistic understanding of the skill.

Instructor Reports

Instructor Reports allow instructors to quickly monitor learner activity, making it easy to identify which learners are struggling and to provide immediate help to ensure those learners stay enrolled in the course and improve their performance. The Instructor Reports also highlight the concepts and learning objectives that the class as a whole is having difficulty grasping. This essential information lets you know exactly which areas to target for review during your limited class time.

Some key reports include

- **Progress Overview report**—View learner progress for all modules, including how long learners have spent working in the module, which modules they have used outside of any that were assigned, and individual learner progress.
- **Missed Questions report**—Identify specific assessments, organized by chapter, that are problematic for learners.
- **Most Challenging Learning Objectives report**—Identify the specific topic areas that are challenging for your learners; these reports are organized by chapter and include specific page references. Use this information to tailor your lecture time and assignments to cover areas that require additional remediation and practice.
- **Metacognitive Skills report**—View statistics showing how knowledgeable your learners are about their own comprehension and learning.



Video Capture Powered by GoReact™

Designed for use in face-to-face, real-time classrooms, as well as in online courses, Video Capture allows instructors to evaluate their students' speeches using fully customizable rubrics. Instructors can also create and manage peer review assignments and upload videos on behalf of students for optimal flexibility.

Students can access rubrics and leave comments when preparing self-reviews and peer reviews. They can easily upload a video of their speech or use their own built-in video recorder. Students can attach and upload additional files or documents, such as an MLA works-cited list or a PowerPoint presentation.

Classroom Preparation Tools

Whether before, during, or after class, a suite of products, designed and authored by Kory Floyd, will help instructors plan their lessons and keep learners building upon the foundations of the course.

Instructor's manual.

The IM provides outlines, discussion questions, key terms and their definitions, a research library, and examples of in-class and out-of-class assignments for every chapter.

Test bank and test builder.

Test Bank offers multiple-choice questions, true/false questions, short-answer questions, and essay questions for each chapter.

Available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download. Test Builder enables instructors to:

- Access all Test Bank content from a particular title.
- Easily pinpoint the most relevant content through robust filtering options.
- Manipulate the order of questions or scramble questions and/or answers.
- Pin questions to a specific location within a test.
- Determine your preferred treatment of algorithmic questions.
- Choose the layout and spacing.
- Add instructions and configure default settings.

Create your book, your way.

McGraw Hill's Content Collections Powered by Create® is a self-service website that enables instructors to create custom course materials—print and eBooks—by drawing upon McGraw Hill's comprehensive, cross-disciplinary content. Choose what you want from our high-quality textbooks, digital products, articles, cases, and more. Combine it with your own content quickly and easily, and tap into other rights-secured, third-party content such as cases, articles, readings, cartoons, and labs. Content can be arranged in a way that makes the

most sense for your course, and you can select your own cover and include the course name and school information as well. Choose the best format for your course: color print, black-and-white print, or eBook. The eBook can be included in your Connect course and is available on the free ReadAnywhere® app for smartphone or tablet access as well. When you are finished customizing, you will receive a free digital copy to review in just minutes! Visit McGraw Hill Create®—www.mcgrawhillcreate.com—today and begin building!

Accessible PowerPoint slides.

The accessible PowerPoint presentations for *Interpersonal Communication* provide chapter highlights that help instructors create focused yet individualized lesson plans.

Polling.

Every learner has unique needs. Uncover where and when you're needed with the new Polling tool in McGraw Hill Connect®! Polling allows you to discover where students are in real time. Engage students and help them create connections with your course content while gaining valuable insight during lectures. Leverage polling data to deliver personalized instruction when and where it is needed most.

Remote proctoring.

New remote proctoring and browser-locking capabilities are seamlessly integrated within Connect to offer more control over the integrity of online assessments. Instructors can enable security options that restrict browser activity, monitor student behavior, and verify the identity of each student. Instant and detailed reporting gives instructors an at-a-glance view of potential concerns, thereby avoiding personal bias and supporting evidence-based claims.

Support to Ensure Success

McGraw Hill offers a wealth of training and course creation guidance for **instructors and learners alike.**

- **Support at Every Step**—Instructor support is presented in easy-to-navigate, easy-to-complete sections. It includes the popular Connect how-to videos, step-by-step guides, and other materials that explain how to use both the Connect platform and its course-specific tools and features. <https://www.mheducation.com/highered/support.html>
- **Implementation Consultants**—These specialists are dedicated to working online with instructors—one-on-one—to demonstrate how the Connect platform works and to help incorporate Connect into a customer's specific course design and syllabus. Contact your local McGraw Hill representative to learn more.
- **Digital Faculty Consultants**—Digital Faculty Consultants are experienced instructors who use Connect in their classroom. These instructors are available to offer suggestions, advice, and training about how best to use Connect in your class. To request a Digital Faculty Consultant to speak with, please e-mail your McGraw Hill learning technology consultant.



Content

Chapter-by-Chapter Changes

CHAPTER 1: ABOUT COMMUNICATION

- New chapter-opening vignette discusses maintaining close relationships across great distances.
- Updated statistics around communicating online.
- New “Fact or Fiction” box on social media use among older adults.

CHAPTER 2: CULTURE AND GENDER

- New chapter-opening vignette highlights cooperation across cultures.
- Revised discussion around culture and gender throughout the chapter, including updated coverage of gender role expectations, use of gender-neutral pronouns, and a completely new section on gender identity.
- Updated examples of collectivism.
- Revised discussion of Deaf co-culture.

CHAPTER 3: COMMUNICATION AND THE SELF

- Updated prevalence rate for autism spectrum disorder.
- Revised discussion of the relationship between gender and self-esteem.
- New examples of high and low self-monitoring.

CHAPTER 4: INTERPERSONAL PERCEPTION

- New chapter-opening vignette discusses differences in perceptions of public incidents.
- New examples for interpretation, attribution, and perceptual errors.
- Expanded coverage of the science of stereotyping.

CHAPTER 5: LANGUAGE

- Expanded coverage of hate speech including updated figure illustrating U.S. hate crime laws.
- “Fact or Fiction” box updated with new research on texting and language use.
- Updated section on naming to include nonbinary names.
- New paragraph on naming practices in same-gender relationships.
- Updated examples of celebrity controversies involving language use.

CHAPTER 6: NONVERBAL COMMUNICATION

- Revised “Communication: Light Side” box looks at the benefits of cuddle therapy.
- New material on racial and ethnic differences in nonverbal communication.
- Expanded recommendations for effective nonverbal communication online.
- Entirely new section on Zoom fatigue.

CHAPTER 7: LISTENING

- New chapter-opening vignette highlighting the Trevor Project Lifeline.
- Updated monthly texting statistics.
- Updated daily advertisement exposure estimate.
- Updated example of listening without hearing.

CHAPTER 8: EMOTION

- New chapter-opening vignette discusses emotion in the context of military family reunions.
- Updated statistics in “Communication: Light Side” and “Fact or Fiction” features.
- New example on expressing grief.
- New table identifies action tendencies for emotion.

CHAPTER 9: FORMING AND MAINTAINING PERSONAL RELATIONSHIPS

- New example of relational commitment.
- New section on affectionate communication for relational maintenance.
- New research on similarity on body scents.
- Expanded coverage of political polarization and its effect on personal relationships.
- New discussion and illustration focusing on niche dating apps.
- New table identifies reasons for using social media.
- New coverage of the COVID-19 pandemic and its effects on relational maintenance.

CHAPTER 10: INTERPERSONAL COMMUNICATION IN CLOSE RELATIONSHIPS

- New section on romantic/sexual attraction in same-gender friendships.
- New research on instrumental communication in same-gender relationships.
- New paragraph on marital types in same-gender romantic relationships.
- Updated “Communication: Light Side” box reflects new research on Dunbar’s number.
- New paragraph on friendship loss during the COVID-19 pandemic.

CHAPTER 11: INTERPERSONAL CONFLICT

- Revised example in “Fact or Fiction” box on conflict resolution.
- Updated statistics in regard to the genders of elected officials.
- New discussion of political conflict in interpersonal relationships.
- Updated table lists female heads of state and government across the world.

CHAPTER 12: DECEPTIVE COMMUNICATION

- New chapter-opening vignette describes deception in romantic relationships.
- Updated examples focus on high-profile lying and lying through omission.
- New description of Levine’s truth-default theory.
- New explanation of truth accuracy and lie accuracy.



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I am most grateful to have had exceptional, astute groups of instructors across the country who served as reviewers and offered insights and suggestions that improved *Interpersonal Communication* immeasurably:

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Acknowledgments

One of my favorite parts about writing books is that so many people play key roles in helping a new edition come together. This one was no exception, and it's my pleasure to thank those whose contributions and support are responsible for the book you are now reading.

First and foremost, my sincere gratitude goes to everyone at McGraw Hill. They are a true joy to work with and to know. Katie Stevens, Sarah Remington, Dawn Groundwater, and Karel Clark have been a constant source of inspiration, energy, humor, and warmth, and I value immensely my relationship with each of them. Special thanks also to program manager Danielle Clement, project managers Sherry Kane and Vanessa McClune, the design team, and content licensing specialist Sarah Flynn.

I could not have asked for a better development editor than Elizabeth Murphy. Her guidance has ensured that every page of this book is as fresh and relevant as possible. Everyone who reads this book will benefit from her involvement, and I cannot thank her enough.

I also want to express enthusiastic thanks to the entire sales team at McGraw Hill Higher Education. These are the professionals who visit your campus and make sure students and instructors have everything they need to succeed in the classroom. It's a demanding and sometimes thankless job, but the McGraw Hill representatives are truly dedicated to your success, and I appreciate all they do.

Finally, I will always be grateful for the support of my family and friends. The more I learn about interpersonal communication, the more appreciative I become of the people who accept, value, challenge, and love me. You know who you are, and I thank you.

interpersonal communication