



interpersonal communication

2024 Release

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University of Arizona

Mc
Graw
Hill





INTERPERSONAL COMMUNICATION, 2024 RELEASE

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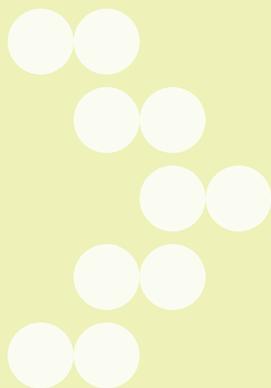
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To those who communicate
for the betterment of us all.



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 'KMFZ'.

brief contents

PART 1 **FUNDAMENTALS OF INTERPERSONAL COMMUNICATION**

- Chapter 1** About Communication 2
- Chapter 2** Culture and Gender 34
- Chapter 3** Communication and the Self 72
- Chapter 4** Interpersonal Perception 108

PART 2 **INTERPERSONAL COMMUNICATION SKILLS IN ACTION**

- Chapter 5** Language 142
- Chapter 6** Nonverbal Communication 180
- Chapter 7** Listening 220
- Chapter 8** Emotion 250

PART 3 **DYNAMICS OF INTERPERSONAL RELATIONSHIPS**

- Chapter 9** Forming and Maintaining Personal Relationships 280
- Chapter 10** Interpersonal Communication in Close Relationships 316
- Chapter 11** Interpersonal Conflict 352
- Chapter 12** Deceptive Communication 384

Glossary G | *Endnotes E-1* | *Index I-1*






contents

Preface xiv

PART 1 FUNDAMENTALS OF INTERPERSONAL COMMUNICATION



1 About Communication 2

Why We Communicate 3

- Communication Meets Physical Needs 3
- Communication Meets Relational Needs 5
- Communication Fills Identity Needs 6
- Communication Meets Spiritual Needs 7
- Communication Serves Instrumental Needs 7

Learn It Apply It Reflect On It 8

The Nature of Communication 8

- Three Models of Human Communication 9
- Six Characteristics of Communication 12
- Dispelling Some Communication Myths 18

Learn It Apply It Reflect On It 21

How We Communicate Interpersonally 21

- Characteristics of Interpersonal Communication 21
- Why Interpersonal Communication Matters 24

Learn It Apply It Reflect On It 25

Building Your Communication Competence 25

- What Communicating Competently Involves 26
- Characteristics of Competent Communicators 26
- Competent Online Communication 30

Learn It Apply It Reflect On It 32

Master the Chapter 33



2 Culture and Gender 34

Understanding Culture and Communication 35

- Defining Culture 35
- The Components of Culture 38
- Cultures and Co-Cultures 39
- Social Media as a Co-Culture 41
- Communicating with Cultural Awareness 41

Learn It Apply It Reflect On It 42

How Culture Affects Communication 43

- Individualism and Collectivism 43
- Low- and High-Context Cultures 44
- Low- and High-Power-Distance Cultures 45
- Masculine and Feminine Cultures 46
- Monochronic and Polychronic Cultures 46
- Uncertainty Avoidance 47
- Cultural Communication Codes 47
- Cultural Universals 49

Learn It Apply It Reflect On It 50

Understanding Gender and Communication 51

- Sex 52
- Gender Identity 53
- Gender Roles 54
- Sexual Orientation 56
- Some Explanations for Gendered Communication 58

Learn It Apply It Reflect On It 60

How Gender Affects Communication 60

- Gender and Verbal Communication 60
- Gender and Nonverbal Communication 65

Learn It Apply It Reflect On It 69

Master the Chapter 70



3 Communication and the Self 72

Understanding the Self: Self-Concept 73

- What Is a Self-Concept? 73
- How a Self-Concept Develops 77
- Awareness and Management of the Self-Concept 80

Learn It Apply It Reflect On It 83

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remember more of what I read.”**



Valuing the Self: Self-Esteem 83

- Benefits and Drawbacks of Self-Esteem 84
- Culture, Gender, and Self-Esteem 87
- The Self and Interpersonal Needs 88

Learn It Apply It Reflect On It 90

Presenting the Self: Image Management 90

- Principles of Image Management 90
- Managing Face Needs 93

Learn It Apply It Reflect On It 96

Communicating the Self: Self-Disclosure 96

- Principles of Self-Disclosure 96
- Benefits of Self-Disclosure 101
- Risks of Self-Disclosure 103
- Challenges and Risks of Disclosing Online 104

Learn It Apply It Reflect On It 105

Master the Chapter 106


4 Interpersonal Perception 108

The Process of Perception 109

- Interpersonal Perception Defined 109
- Three Stages of the Perception Process 110
- Influences on Perceptual Accuracy 113
- Forming Perceptions Online 115

Learn It Apply It Reflect On It 116

Fundamental Forces in Interpersonal Perception 117

- Stereotyping Relies on Generalizations 117
- The Primacy Effect Governs First Impressions 119
- The Recency Effect Influences Impressions 119
- Our Perceptual Set Limits What We Perceive 120
- Egocentrism Narrows Our Perspective 122
- Positivity and Negativity Biases Affect Perception 123

Learn It Apply It Reflect On It 124

Explaining What We Perceive 125

- Explaining Behavior through Attributions 125
- Recognizing Common Attribution Errors 128

Learn It Apply It Reflect On It 132

Improving Your Perceptual Abilities 132

- Being Mindful of Your Perceptions 133
- Checking Your Perceptions 135

Learn It Apply It Reflect On It 140

Master the Chapter 141

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PART 2 INTERPERSONAL COMMUNICATION SKILLS IN ACTION


5 Language 142

The Nature of Language 143

- Language Is Symbolic 144
- Language Is Arbitrary (Mostly) 144
- Language Is Governed by Rules 145
- Language Has Layers of Meaning 146
- Language Varies in Clarity 148
- Language Is Bound by Context and Culture 149

Learn It Apply It Reflect On It 151

Appreciating the Power of Words 151

- Naming Defines and Differentiates Us 151

- We Use Words to Persuade 153
- Credibility Empowers Us 156
- Language Expresses Affection and Intimacy 158
- Words Provide Comfort and Healing 159

Learn It Apply It Reflect On It 161

The Use and Abuse of Language 162

- Humor: What’s So Funny? 162
- Euphemisms: Soft Talk 163
- Slang: The Language of Co-Cultures 164
- Defamation: Harmful Words 165
- Profanity: Offensive Language 165
- Hate Speech: Profanity with a Hurtful Purpose 166

Learn It Apply It Reflect On It 167

Creating a Positive Communication Climate 167

- Use Confirming Messages and Minimize Disconfirming Messages 168
- Avoid Making Others Defensive 169
- Provide Effective Feedback 171
- Own Your Thoughts and Feelings 173
- Separate Opinions from Factual Claims 174
- Create Positive Climates in Electronically Mediated Communication 175

Learn It Apply It Reflect On It 176

Master the Chapter 177



6 Nonverbal Communication 180

The Nature of Nonverbal Communication 181

- What Is Nonverbal Communication? 181
- Five Characteristics of Nonverbal Communication 182
- Functions of Nonverbal Communication 186

Learn It Apply It Reflect On It 192

10 Channels of Nonverbal Communication 192

- Facial Displays 192
- Eye Behaviors 195
- Movement and Gestures 196
- Touch Behaviors 197
- Vocal Behaviors 200
- The Use of Smell 201
- The Use of Space 202
- Physical Appearance 203
- The Use of Time 204
- The Use of Artifacts 204

Learn It Apply It Reflect On It 205

Culture, Gender, and Nonverbal Communication 206

- Culture Influences Nonverbal Communication 206
- Gender Influences Nonverbal Communication 208

Learn It Apply It Reflect On It 209

Improving Your Nonverbal Communication Skills 210

- Interpreting Nonverbal Communication 210
- Expressing Nonverbal Messages 213
- Managing Nonverbal Behavior in Electronically Mediated Communication 214

Learn It Apply It Reflect On It 216

Master the Chapter 217



7 Listening 220

The Nature of Listening 221

- What Is Listening? 221
- The Importance of Listening Effectively 223
- Some Misconceptions about Listening 224
- Culture and Gender Affect Listening Behavior 227

Learn It Apply It Reflect On It 227

Ways of Listening 228

- Stages of Effective Listening 228
- Types of Listening 230
- Effective Listening Online 233

Learn It Apply It Reflect On It 235

Common Barriers to Effective Listening 235

- Noise 236
- Pseudolistening and Selective Attention 236
- Information Overload 237
- Glazing Over 239
- Rebuttal Tendency 239
- Closed-Mindedness 240
- Competitive Interrupting 241

Learn It Apply It Reflect On It 242

Becoming a Better Listener 242

- Becoming a Better Informational Listener 242
- Becoming a Better Critical Listener 244
- Becoming a Better Empathic Listener 247

Learn It Apply It Reflect On It 248

Master the Chapter 249



8 Emotion 250

Emotion in Interpersonal Communication 251

- What Is an Emotion? 251
- Joyful/Affectionate Emotions: Happiness, Love, Passion, and Liking 252
- Hostile Emotions: Anger, Contempt, Disgust, Jealousy, and Envy 253

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Sad/Anxious Emotions: Sadness, Depression, Grief,
Fear, and Social Anxiety 256

Learn It Apply It Reflect On It 259

The Nature of Emotion 259

Emotions Are Multidimensional 259

Emotions Vary in Valence and Intensity 262

Emotions Come in Primary and Secondary Forms 264

Sometimes Emotions Are Meta-Emotions 265

Learn It Apply It Reflect On It 265

Influences on Emotional Experience and Expression 266

Culture 266

Display Rules 268

Technology and Computer-Mediated

Communication 269

Emotional Contagion 270

Gender 271

Personality 272

Emotional Intelligence 272

Learn It Apply It Reflect On It 274

Sharpening Your Emotional Communication Skills 275

Identifying Emotions 275

Reappraising Negative Emotions 276

Accepting Responsibility for Emotions 276

Separating Emotions from Actions 277

Learn It Apply It Reflect On It 278

Master the Chapter 278

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identify what we are going to
be covering in class.”

PART 3 DYNAMICS OF INTERPERSONAL RELATIONSHIPS



9 Forming and Maintaining Personal Relationships 280

Why Relationships Matter 281

We Form Relationships Because

We Need to Belong 282

Relationships Bring Rewards 284

Relationships Carry Costs as Well as Rewards 285

Learn It Apply It Reflect On It 286

The Nature of Personal Relationships 286

Close Relationships Require Commitment 286

Close Relationships Foster Interdependence 288

Close Relationships Require Continuous Investment 288

Close Relationships Spark Dialectical Tensions 288

Managing Dialectical Tensions 289

Learn It Apply It Reflect On It 291

Forming and Maintaining Social Bonds 291

Attraction Theory 292

Uncertainty Reduction Theory 296

Predicted Outcome Value Theory 296

Understanding Relationship Formation 297

Theories about Costs and Benefits 298

Relational Maintenance Behaviors 300

Understanding Relationship Maintenance 303

Learn It Apply It Reflect On It 305

Stages of Relationship Development 305

Getting In: Relationship Formation 305

Getting Out: Relationship Dissolution 306

Repairing Damaged Relationships 308

Individual and Cultural Variations
in Relationship Development 310

Relationship Development and Maintenance via Online
Social Networking 310

Learn It Apply It Reflect On It 314

Master the Chapter 314



10 Interpersonal Communication in Close Relationships 316

Communicating in Friendships 317

Friendships Are Voluntary 317

Friendships Are Usually Platonic 319

Friends Are Usually Peers 319

Friendships Are Governed by Rules 320

Friendships Differ by Gender 321

Friendships Have a Life Span 323

Learn It Apply It Reflect On It 325

Communicating in Romantic Relationships 325
 Characteristics of Romantic Relationships 326
 Differing Relational Types among Romantic Couples 330
 Interpersonal Communication in Romantic Relationships 332

Learn It Apply It Reflect On It 336

Communicating in Families 337
 What Makes a Family? 337
 Types of Families 339
 Communication Issues in Families 339

Learn It Apply It Reflect On It 341

Communicating in the Workplace 342
 Relationships with Coworkers 342
 Relationships between Superiors and Subordinates 345
 Relationships with Clients 347
 Online Communication in Workplace Relationships 348

Learn It Apply It Reflect On It 350

Master the Chapter 350

 **11 Interpersonal Conflict 352**

The Nature of Interpersonal Conflict 353
 Defining Interpersonal Conflict 353
 Thinking about Interpersonal Conflict 355

Learn It Apply It Reflect On It 356

Conflict in Personal Relationships 356
 Characteristics of Interpersonal Conflict 357
 Common Conflict Triggers 360
 How Gender Affects Conflict 362
 How Culture Affects Conflict 364
 Managing Online Conflict 365

Learn It Apply It Reflect On It 366

Power and Conflict 367
 Characteristics of Power 367
 Forms of Power 370
 Gender and Power 372
 Culture and Power 374

Learn It Apply It Reflect On It 375

Managing Interpersonal Conflict 375
 Problematic Behaviors during Conflict 375
 Strategies for Managing Conflict Successfully 377

Learn It Apply It Reflect On It 381

Master the Chapter 381

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 **12 Deceptive Communication 384**

The Nature of Interpersonal Deception 385
 Defining Deception 387
 The Elements of Deception 388
 Interpersonal Deception Is a Common Component of Politeness 390
 Deception Is Common When Communicating Online 391

Learn It Apply It Reflect On It 392

The Diversity of Deceptive Acts 392
 Some Reasons Why People Deceive 392
 Some Lies Falsify or Exaggerate 393
 Some Lies Omit or Distort Information 394

Learn It Apply It Reflect On It 396

Communication Behaviors and Deception 397
 Detecting Deception Is Difficult 398
 Some Behaviors Are Common during Acts of Deception 398

Learn It Apply It Reflect On It 402

Detecting Lies in Different Contexts 403
 Familiarity Affects Our Ability to Detect Deception 403
 Expressive People Are Better Liars 404
 Culture Matters, but Only Sometimes 405
 Motivation Affects Our Ability to Deceive 405
 Suspicion May Not Improve Deception Detection 406
 Context Affects Our Ability to Spot Lies 407

Learn It Apply It Reflect On It 408

Master the Chapter 408

Glossary G

Endnotes E-1

Index I-1





boxes

ASSESS YOUR SKILLS

- Are You a High Self-Monitor? 28
- How Culturally Sensitive Are You? 50
- Google Yourself: Managing Your Online Image 76
- Being Altercentric 123
- How Well Can You Spot a Confirming Message? 170
- Sharpening Your Videoconferencing Skills 215
- Relational, Task, Critical, Analytical: What's Your Listening Style? 223
- How Emotionally Intelligent Are You? 274
- How Much Positivity Do You Communicate? 302
- Identifying Sexual Harassment in the Workplace 346
- Avoid Online Disinhibition 366
- Knowing the Truth about Lying 403

COMMUNICATION: LIGHT SIDE/DARK SIDE

Dark Side

- Phubbing: Smartphones vs. Face-to-Face Communication 20
- Cultural Stereotyping in Stressful Times 37
- Instagram Envy 86
- Crossing the Line: When Commitment Becomes Obsession 287
- Alcohol and Conflict: A Risky Combination 360
- Lying to the Ones We Love: Deception Can Cause Pain and Ruin Trust 386

Light Side

- Seeing the World Differently: Lovers and Their Rose-Colored Glasses 129
- Celebrating Life: Facebook Tribute Pages 160
- Battling Affection Deprivation with Cuddle Therapy 198
- Need Someone to Listen? Just Click 234
- Happy People Live Longer: The Life Benefits of Joy 260
- Facebook Friends: 302 Is the Magic Number 318

FACT OR FICTION?

- Social Media Makes us Happier 25
- Same-Sex Relationships Are Less Stable than Heterosexual Relationships 57
- Women are More Talkative Than Men 63
- Let It Out: Disclosure Does a Body Good 102

- When Making Perceptions, More Information Is Always Better 139
- Texting Reduces the Ability to Use Language Properly 147
- In the Eye of Which Beholder? Cultures Vary Widely in Perceptions of Beauty 194
- Communication Technology Can Impair Listening Ability 237
- Women Are More Emotional than Men 273
- When Forming Relationships, Opposites Attract 294
- Half of All Marriages End in Divorce 331
- If You Try Hard Enough, You Can Resolve any Conflict 361
- Most People Can't Look You in the Eye While Lying 400

GOT SKILLS?

- Relational Dimension of Communication 16
- Empathy 29
- Cultural Norms 40
- Powerful Language 64
- Self-Fulfilling Prophecy 82
- Facework 94
- Self-Serving Bias 130
- Direct Perception Checking 138
- Appealing to Ethos 155
- I-Statements 174
- Communicating Emotion Nonverbally 188
- Adapting to Gender Differences 209
- Generating Interpretations for Nonverbal Behaviors 212
- Paraphrasing 231
- Listening Empathically During Grief 248
- Expressing Anger Constructively 254
- Reframing 277
- Giving Assurances 301
- Expressing Affection Online 313
- Responding to Negative Emotional Expressions 335
- Practicing Upward, Downward, and Lateral Communication 349
- One-Across Messages 369
- Compromising 380
- Identifying Deceptive Forms 396
- Detecting Deception 402



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.

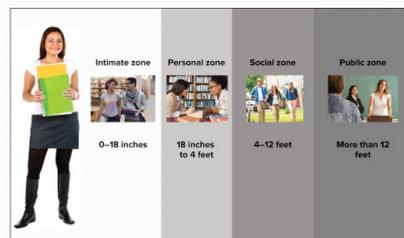


FIGURE 3 Hall's Four Spatial Zones: Edward T. Hall suggested that people observe four zones of space with each other: an intimate zone, a personal zone, a social zone, and a public zone.

Andres Rodriguez/Alamy, Sam Edwards/age fotostock, Image Source/Punchstock, Brizowska/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

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:

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.



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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interpersonal communication