

**Chapter 1 Introduction to Human Communication****source**

A message initiator.

**receiver**

A message target.

**message**

The verbal or nonverbal form of the idea, thought, or feeling that one person (the source) wishes to communicate to another person or a group of people (the receivers).

**nonverbal codes**

All symbols that are not words, including bodily movements, the use of space and time, clothing and adornments, and sounds other than words.

**encoding**

The process of translating an idea or a thought into a code.

**decoding**

The process of assigning meaning to the idea or thought in a code.

**noise**

Any interference in the encoding and decoding processes that reduces message clarity.

**situation**

The location where communication takes place.

**dialogue**

The act of taking part in a conversation, discussion, or negotiation.

**context**

A set of circumstances or a situation.

**channel**

The means by which a message moves from the source to the receiver of the message.

**feedback**

The receiver's verbal and nonverbal response to the source's message.

**code**

A systematic arrangement of symbols used to create meanings in the mind of another person or persons.

**verbal codes**

Symbols and their grammatical arrangement, such as languages.

**communication**

The process of using messages to generate meaning.

**process**

An activity, an exchange, or a set of behaviors that occurs over time.

**intrapersonal communication**

The process of using messages to generate meaning within the self.

**technological convergence**

The consolidation of voice, data, video, audio, and other channels of communication through smartphones and other devices.

**public communication**

The process of using messages to generate meanings in a situation in which a single speaker transmits a message to a number of receivers.

**interpersonal communication**

The process of using messages to generate meaning between at least two people in a situation that allows mutual opportunities for both speaking and listening.

**dyadic communication**

Two-person communication.

**small-group communication**

The process of using messages to generate meaning in a small group of people.

**synchronous communication**

The instantaneous sending and receiving of messages, as occurs in face-to-face or some text-message interactions.

**asynchronous communication**

Interactions in which there is a small or even substantial delay, as occurs with e-mail or discussion-board posts.

**media convergence**

The unification of separate channels of communication through new communication technology.

**mass communication**

The process of using messages to generate meanings in a mediated system, between a source and a large number of unseen receivers.

**Chapter 3 Language and Meaning****language**

A collection of symbols, letters, or words with arbitrary meanings that are governed by rules and used to communicate.

**decode**

The process of assigning meaning to others' words in order to translate them into thoughts of your own.

**semantics**

The study of the way humans use language to evoke meaning in others.

**syntax**

The way in which words are arranged to form phrases and sentences.

**encode**

The process of translating your thoughts into words.

**pragmatics**

The study of language as it is used in a social context, including its effect on the communicators.

**phatic communication**

Communication that is used to establish a mood of sociability rather than to communicate important information or ideas.

**cliché**

An expression that has lost originality and force through overuse.

**culture**

The socially transmitted behavior patterns, beliefs, attitudes, and values of a particular period, class, community, or population.

**Sapir-Whorf hypothesis**

A theory that our perception of reality is determined by our thought processes, our thought processes are limited by our language, and therefore language shapes our reality and our behaviors.

**denotative meaning**

The agreed-upon meaning or dictionary meaning of a word.

**connotative meaning**

An individualized or personalized meaning of a word, which may be emotionally laden.

**slang**

Informal, casual language used among equals with words typically unsuitable for more formal contexts.

**euphemism**

A more polite, pleasant expression used instead of a socially unacceptable form.

**profanity**

A type of swearing that uses indecent words or phrases.



**jargon**

Language particular to a specific profession, work group, or culture and not meant to be understood by outsiders.

**regionalisms**

Words and phrases specific to a particular region or part of the country.

**gender-biased language**

Language that privileges a certain gender over another.

**racist language**

Language that insults a group because of its race or ethnicity.

**heterosexist language**

Language that implies that everyone is heterosexual.

**ageist language**

Language that denigrates people for being young or old.

**descriptiveness**

The practice of describing observed behavior or phenomena instead of offering personal reactions or judgments.

**paraphrasing**

Restating another person's message by rephrasing the content or intent of the message.

**operational definition**

A definition that identifies something by revealing how it works, how it is made, or what it consists of.

**concrete language**

Words and statements that are specific rather than abstract or vague.

**dating**

Specifying when you made an observation, since everything changes over time.

**frozen evaluation**

An assessment of a concept that does not change over time.

**indexing**

Identifying the uniqueness of objects, events, and people.

**Chapter 4 Nonverbal Communication****nonverbal communication**

The process of using messages other than words to create meaning with others.

**repeating**

Sending the same message both verbally and nonverbally.

**emphasizing**

The use of nonverbal cues to strengthen verbal messages.

**complementing**

Using nonverbal and verbal codes to add meaning to each other and to expand the meaning of either message alone.

**contradicting**

Sending verbal and nonverbal messages that conflict.

**substituting**

Using nonverbal codes instead of verbal codes.

**regulating**

Using nonverbal codes to monitor and control interactions with others.

**nonverbal codes**

Messages consisting of symbols that are not words, including nonword vocalizations.

**kinesics**

The study of bodily movements, including posture, gestures, and facial expressions.

**emblems**

Nonverbal movements that substitute for words and phrases.

**illustrators**

Nonverbal movements that accompany or reinforce verbal messages.

**affect displays**

Nonverbal movements of the face and body used to show emotion.

**regulators**

Nonverbal movements that control the flow or pace of communication.

**adaptors**

Nonverbal movements that usually involve the unintended touching or manipulating of our bodies or artifacts to fulfill some physical or psychological need.

**proxemics**

The study of the human use of space and distance.

**chronemics**

Also called temporal communication; the way people organize and use time and the messages that are created because of their organization and use of that time.

**tactile communication**

The use of touch in communication.

**paralinguistic features**

The nonword sounds and nonword characteristics of language, such as pitch, volume, rate, and quality.

**vocal cues**

All of the oral aspects of sound except words themselves.

**pitch**

The highness or lowness of the voice.

**rate**

The pace of your speech.

**inflection**

The variety or changes in pitch.

**volume**

The loudness or softness of the voice.

**quality**

The unique resonance of the voice, such as huskiness, nasality, raspiness, or whininess.

**nonword sounds**

Sounds like "mmh," "huh," and "ahh," as well as the pauses or the absence of sounds used for effect.

**pronunciation**

Saying a word correctly or incorrectly.

**articulation**

Coordinating one's mouth, tongue, and teeth to make words understandable to others.

**enunciation**

Combining pronunciation and articulation to produce a word with clarity and distinction.

**silence**

The lack of sound.



Chapter 5 Listening and Critical Thinking

**social media listening**

The active monitoring of and response to messages on social media platforms by businesses or other types of organizations.

**hearing**

The act of receiving sound.

**listening**

The active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. It involves the ability to retain information, as well as to react empathically and/or appreciatively to spoken and/or nonverbal messages.

**active listening**

Involved listening with a purpose.

**empathic listening**

Listening with a purpose and attempting to understand the other person's perspective.

**critical listening**

Listening that challenges the speaker's message by evaluating its accuracy, meaningfulness, and utility.

**short-term memory**

A temporary storage place for information.

**listening for enjoyment**

Listening that occurs in situations involving relaxing, fun, or emotionally stimulating information.

**selective attention**

The sustained focus we give to stimuli we deem important.

**automatic attention**

The instinctive focus we give to stimuli signaling a change in our surroundings, stimuli that we deem important, or stimuli that we perceive to signal danger.

**working memory**

The part of our consciousness that interprets and assigns meaning to stimuli we pay attention to.

**long-term memory**

Our permanent storage place for information, including but not limited to past experiences; language; values; knowledge; images of people; memories of sights, sounds, and smells; and even fantasies.

**schemas**

Organizational "filing systems" for thoughts held in long-term memory.

**critical thinking**

Analyzing the speaker, the situation, and the speaker's ideas to make critical judgments about the message being presented.

**source credibility**

The extent to which the speaker is perceived as competent to make the claims he or she is making.

**first-person observation**

An observation based on something you personally have sensed.

**second-person observation**

A report of what another person observed.

**lecture listening**

The ability to listen to, mentally process, and recall lecture information.

**lecture cues**

Verbal or nonverbal signals that stress points or indicate transitions between ideas during a lecture.

**information literacy**

The ability to recognize when information is needed and to locate, evaluate, and effectively use the information needed.

Chapter 6 Interpersonal  
Communication**interpersonal  
relationships**

Associations between at least two people who are interdependent, who use some consistent patterns of interaction, and who have interacted for an extended period of time.

**complementary  
relationships**

Relationships in which each person supplies something the other person or persons lack.

**symmetrical  
relationships**

Relationships in which participants mirror each other or are highly similar.

**self-disclosure**

The process of making intentional revelations about yourself that others would be unlikely to know and that generally constitute private, sensitive, or confidential information.

**relational development**

The initial stage in a relationship that moves a couple from meeting to mating.

**relational maintenance**

The stage in a relationship after a couple has bonded and in which they engage in the process of keeping the relationship together.

**dialectic**

The tension that exists between two conflicting or interacting forces, elements, or ideas.

**contradictions**

In dialectic theory, the idea that each person in a relationship might have two opposing desires for maintaining the relationship.

**relational deterioration**

The stage in a relationship in which the prior bond disintegrates.

**complementarity**

The idea that we sometimes bond with people whose strengths are our weaknesses.

**proximity**

The location, distance, or range between persons and things.

**attractiveness**

A concept that includes physical attractiveness, how desirable a person is to work with, and how much "social value" the person has for others.

**responsiveness**

The idea that we tend to select our friends and loved ones from people who demonstrate positive interest in us.

**similarity**

The idea that our friends and loved ones are usually people who like or dislike the same things we do.

**hurtful messages**

Messages that create emotional pain or upset.

**deceptive  
communication**

The practice of deliberately making somebody believe things that are not true.

**aggressiveness**

The assertion of one's rights at the expense of others and caring about one's own needs but not one else's.

**argumentativeness**

The quality or state of being argumentative; synonymous with contentiousness or combativeness.

**defensiveness**

The response that occurs when a person feels attacked.



**compliance-gaining**

Attempts made by a source of messages to influence a target "to perform some desired behavior that the target otherwise might not perform."

**compliance-resisting**

The refusal of targets of influence messages to comply with requests.

**personal idioms**

Unique forms of expression and language understood only by individual couples.

**rituals**

Formalized patterns of actions or words followed regularly.

**bargaining**

The process in which two or more parties attempt to reach an agreement on what each should give and receive in a transaction between them.

**behavioral flexibility**

The ability to alter behavior to adapt to new situations and to relate in new ways when necessary.

Chapter 7 Intercultural Communication

**intercultural communication**

The exchange of information between individuals who are unlike culturally.

**culture**

A unique combination of rituals, religious beliefs, ways of thinking, and ways of behaving that unify a group of people.

**dominant culture**

A culture determined by who has the power and influence in traditional social structures like politics, religious institutions, schools, and businesses; in the United States the dominant culture is white, male, able-bodied, straight, married, and employed.

**assimilation goal**

The marginalized group attempts to fit in with the dominant group.

**accommodation goal**

The marginalized group manages to keep its identity while striving for positive relationships with the dominant culture.

**separation goal**

The marginalized group relates as exclusively as possible with its own group and as little as possible with the dominant group.

**ethnocentrism**

The belief that your own group or culture is superior to other groups or cultures.

**cultural relativism**

The belief that another culture should be judged by its own context rather than measured against your culture.

**stereotype**

A generalization about some group of people that oversimplifies their culture.

**prejudice**

A negative attitude toward a group of people just because they are who they are.

**individualistic cultures**

Cultures that value individual freedom, choice, uniqueness, and independence.

**collectivist cultures**

Cultures that value the group over the individual.

**uncertainty-accepting cultures**

Cultures that tolerate ambiguity, uncertainty, and diversity.

**uncertainty-rejecting cultures**

Cultures that have difficulty with ambiguity, uncertainty, and diversity.

## Chapter 10 Topic Selection and Audience Analysis

**On-time**

The time schedule that compartmentalizes time to meet personal needs, separates task and social dimensions, and points to the future.

**Sometime**

The time schedule that views time as “contextually based and relationally oriented.”

**code sensitivity**

The ability to use the verbal and nonverbal language appropriate to the cultural norms of the individual with whom you are communicating.

**reflexivity**

Being self-aware and learning from interactions with the intent of improving future interactions.

**inclusion**

The state of being involved with others; a human need.

**affection**

The emotion of caring for others and/or being cared for.

**control**

The ability to influence our environment.

**commitment**

A measure of how much time and effort you put into a cause; your passion and concern about the topic.

**audience analysis**

The collection and interpretation of audience information obtained by observation, inference, research, and questionnaires.

**inference**

A tentative generalization based on some evidence.

**indirect inference**

A tentative generalization based on observation.

**direct inference**

A tentative generalization based on deliberately gathered data.

**questionnaire**

A set of written questions developed to obtain demographic and attitudinal information.

**demographic analysis**

The collection and interpretation of data about the characteristics of people.

**attitude**

A predisposition to respond favorably or unfavorably to a person, an object, an idea, or an event.

**value**

A deeply rooted belief that governs our attitude about something.

**belief**

A conviction; often thought to be more enduring than an attitude and less enduring than a value.

**immediate purpose**

A highly specific statement using “should be able to” plus an action verb to reveal the purpose from the audience’s point of view.

**long-range goal**

The larger goal or end purpose you have in mind for your presentation.



Chapter 11 Being Credible and Using Evidence

**source credibility**

The audience's perception of your effectiveness as a speaker.

**competence**

The degree to which the speaker is perceived as skilled, qualified, experienced, authoritative, reliable, and informed; an aspect of credibility.

**trustworthiness**

The degree to which the speaker is perceived as honest, fair, sincere, friendly, honorable, and kind; an aspect of credibility.

**dynamism**

The extent to which the speaker is perceived as bold, active, energetic, strong, empathic, and assertive; an aspect of credibility.

**common ground**

The degree to which the speaker's values, beliefs, attitudes, and interests are shared with the audience; an aspect of credibility.

**sleeper effect**

A change of audience opinion caused by the separation of the message content from its source over a period of time.

**heuristics**

Mental shortcuts used to make decisions—for instance, evaluating sources.

**personal experience**

Your own life as a source of information.

**reference librarian**

A librarian specifically trained to help you find sources of information.

**search engine**

A program on the Internet that allows users to search for information.

**supporting material**

Information you can use to substantiate your arguments and to clarify your position.

**examples**

Specific instances used to illustrate your point.

**narratives**

Stories to illustrate an important point.

**surveys**

Studies in which a limited number of questions are answered by a sample of the population to discover opinions on issues.

**testimonial evidence**

Written or oral statements of others' experience used by a speaker to substantiate or clarify a point.

**lay testimony**

Statements made by an ordinary person that substantiate or support what you say.

**expert testimony**

Statements made by someone who has special knowledge or expertise about an issue or idea.

**celebrity testimony**

Statements made by a public figure who is known to the audience.

**statistics**

Numbers that summarize numerical information or compare quantities.

**analogy**

A comparison of things in some respects, especially in position or function, that are otherwise dissimilar.

**explanation**

A clarification of what something is or how it works.

**definitions**

Determinations of meaning through description, simplification, examples, analysis, comparison, explanation, or illustration.

**bibliographic references**

Complete citations that appear in the "references" or "works cited" section of your speech outline.

**internal references**

Brief notations indicating a bibliographic reference that contains the details you are using in your speech.

**verbal citations**

Oral explanations of who the source is, how recent the information is, and what the source's qualifications are.

**plagiarism**

The intentional use of information from another source without crediting the source.

**incremental plagiarism**

The intentional or unintentional use of information from one or more sources without fully divulging how much information is directly quoted.

**two-sided argument**

A source advocating one position presents an argument from the opposite viewpoint and then goes on to refute that argument.

**Chapter 12 Organizing Your Presentation****introduction**

The first part of your presentation, in which you fulfill five functions.

**body**

The largest part of the presentation, which contains the arguments, evidence, and main content.

**outline**

A written plan that uses symbols, margins, and content to reveal the order, importance, and substance of a presentation.

**main points**

The most important points in a presentation; indicated by Roman numerals in an outline.

**subpoints**

The points in a presentation that support the main points; indicated by capital letters in an outline.

**parallel form**

The consistent use of complete sentences, clauses, phrases, or words in an outline.

**rough draft**

The preliminary organization of the outline of a presentation.

**sentence outline**

An outline consisting entirely of complete sentences.

**key-word outline**

An outline consisting of important words or phrases to remind you of the content of the presentation.

**organizational patterns**

Arrangements of the contents of a presentation.

**time-sequence pattern**

A method of organization in which the presenter explains a sequence of events in chronological order.

**cause/effect pattern**

A method of organization in which the presenter first explains the causes of an event, a problem, or an issue and then discusses its consequences, results, or effects.

**problem/solution pattern**

A method of organization in which the presenter describes a problem and proposes a solution to that problem.



**topical-sequence  
pattern**

A method of organization that emphasizes the major reasons an audience should accept a point of view by addressing the advantages, disadvantages, qualities, and types of a person, place, or thing.

**transition**

A bridge between sections of a presentation that helps the presenter move smoothly from one idea to another.

**signposts**

Ways in which a presenter signals to an audience where the presentation is going.

**conclusion**

The part that finishes the presentation by fulfilling the four functions of an ending.

**brakelight function**

A forewarning to the audience that the end of the presentation is near.

**references**

A list of sources used in a presentation.