

# Contents In Brief

|                   |                                         |            |
|-------------------|-----------------------------------------|------------|
| <b>Part One</b>   | <b>Elements of Communication</b>        | <b>1</b>   |
| 1                 | Human Communication: What and Why       | 3          |
| 2                 | Perception, the Self, and Communication | 29         |
| 3                 | Language                                | 67         |
| 4                 | Listening                               | 111        |
| 5                 | Nonverbal Communication                 | 155        |
| <br>              |                                         |            |
| <b>Part Two</b>   | <b>Interpersonal Communication</b>      | <b>191</b> |
| 6                 | Understanding Human Relationships       | 193        |
| 7                 | Improving Interpersonal Relationships   | 237        |
| 8                 | Interviewing                            | 271        |
| <br>              |                                         |            |
| <b>Part Three</b> | <b>Communication in Groups</b>          | <b>303</b> |
| 9                 | The Nature of Groups                    | 305        |
| 10                | Solving Problems in Groups              | 333        |
| <br>              |                                         |            |
| <b>Part Four</b>  | <b>Public Communication</b>             | <b>371</b> |
| 11                | Choosing and Developing a Topic         | 373        |
| 12                | Organization and Support                | 405        |
| 13                | Presenting Your Message                 | 445        |
| 14                | Informative Speaking                    | 469        |
| 15                | Persuasive Speaking                     | 497        |
| <br>              |                                         |            |
| <b>Appendix</b>   | <b>Understanding Mass Communication</b> | <b>533</b> |
| <br>              |                                         |            |
| <b>Glossary</b>   |                                         | <b>567</b> |



|                                                                        |           |
|------------------------------------------------------------------------|-----------|
| Preface                                                                | xvii      |
| <b>Part One Elements of Communication</b>                              | <b>1</b>  |
| <b>Chapter 1 Human Communication: What and Why</b>                     | <b>3</b>  |
| <b>Communication Defined</b>                                           | <b>5</b>  |
| Communication is Human                                                 | 5         |
| Communication is a Face-to-Face Activity                               | 5         |
| Communication is a Process                                             | 6         |
| Communication is Symbolic                                              | 8         |
| Communication Requires the Response of a Receiver                      | 8         |
| <b>Types of Communication</b>                                          | <b>9</b>  |
| Intrapersonal Communication                                            | 9         |
| Dyadic Communication                                                   | 10        |
| Small Group Communication                                              | 10        |
| Public Communication                                                   | 10        |
| <b>Functions of Communication</b>                                      | <b>11</b> |
| Physical Needs                                                         | 11        |
| Identity Needs                                                         | 12        |
| Social Needs                                                           | 12        |
| Practical Needs                                                        | 13        |
| <b>Modeling Communication</b>                                          | <b>14</b> |
| A Linear Model                                                         | 14        |
| An Interactive Model                                                   | 15        |
| A Transactional Model                                                  | 17        |
| <b>Communication Competence: What Makes An Effective Communicator?</b> | <b>19</b> |
| Communication Competence Defined                                       | 19        |
| Characteristics of Competent Communicators                             | 21        |
| <b>Clarifying Misconceptions about Communication</b>                   | <b>23</b> |
| Communication is Not Always a Good Thing                               | 24        |
| Communication Will Not Solve All Problems                              | 24        |
| More Communication Is Not Always Better                                | 24        |
| Meanings Rest in People, Not Words                                     | 24        |
| Communication Is Not Simple                                            | 25        |
| Summary                                                                | 26        |
| Resources                                                              | 26        |



|                  |                                                                        |           |
|------------------|------------------------------------------------------------------------|-----------|
| <b>Chapter 2</b> | <b>Perception, the Self,<br/>and Communication</b>                     | <b>29</b> |
|                  | <b>Perceiving Others</b>                                               | <b>31</b> |
|                  | Common Perceptual Errors                                               | 32        |
|                  | Perception and Culture                                                 | 37        |
|                  | Empathy and Perception                                                 | 40        |
|                  | Perception Checking                                                    | 43        |
|                  | <b>Perceiving the Self</b>                                             | <b>45</b> |
|                  | Self-Concept Defined                                                   | 45        |
|                  | Communication and Development of the Self                              | 46        |
|                  | Culture and the Self-Concept                                           | 49        |
|                  | The Self-Concept, Personality,<br>and Communication                    | 52        |
|                  | The Self-Fulfilling Prophecy                                           | 53        |
|                  | <b>Presenting the Self: Communication as<br/>Impression Management</b> | <b>56</b> |
|                  | Public and Private Selves                                              | 56        |
|                  | Why Manage Impressions?                                                | 59        |
|                  | How Do We Manage Impressions?                                          | 60        |
|                  | Impression Management and Honesty                                      | 61        |
|                  | Summary                                                                | 63        |
|                  | Resources                                                              | 64        |
| <b>Chapter 3</b> | <b>Language</b>                                                        | <b>67</b> |
|                  | <b>The Nature of Language</b>                                          | <b>69</b> |
|                  | Language is Symbolic                                                   | 69        |
|                  | Meanings are in People, Not Words                                      | 70        |
|                  | Language is Rule-Governed                                              | 71        |
|                  | <b>The Power of Language</b>                                           | <b>76</b> |
|                  | Language Shapes Attitudes                                              | 76        |
|                  | Language Reflects Attitudes                                            | 81        |
|                  | <b>Troublesome Language</b>                                            | <b>86</b> |
|                  | The Language of Misunderstandings                                      | 86        |
|                  | Disruptive Language                                                    | 91        |
|                  | Evasive Language                                                       | 94        |
|                  | <b>Gender and Language</b>                                             | <b>97</b> |
|                  | Content                                                                | 97        |
|                  | Reasons for Communicating                                              | 97        |
|                  | Conversational Style                                                   | 98        |

|                                               |                |
|-----------------------------------------------|----------------|
| Non-Gender Variables                          | 99             |
| Sex Roles                                     | 99             |
| <b>Culture and Language</b>                   | <b>101</b>     |
| Verbal Communication Styles                   | 101            |
| Language and World View                       | 103            |
| Language Use in North American Culture        | 106            |
| Summary                                       | 107            |
| Resources                                     | 107            |
| <br><b>Chapter 4    Listening</b>             | <br><b>111</b> |
| <b>Misconceptions about Listening</b>         | <b>114</b>     |
| Listening and Hearing Are Not the Same Thing  | 114            |
| Listening is Not a Natural Process            | 115            |
| Listening Requires Effort                     | 115            |
| All Listeners Do Not Receive the Same Message | 117            |
| <b>Components of Listening</b>                | <b>119</b>     |
| Hearing                                       | 119            |
| Attending                                     | 119            |
| Understanding                                 | 119            |
| Responding                                    | 120            |
| Remembering                                   | 120            |
| <b>Overcoming Challenges to</b>               |                |
| <b>Effective Listening</b>                    | <b>121</b>     |
| Effort                                        | 122            |
| Message Overload                              | 122            |
| Rapid Thought                                 | 123            |
| Psychological Noise                           | 123            |
| Physical Noise                                | 123            |
| Hearing Problems                              | 123            |
| Faulty Assumptions                            | 124            |
| Talking Has More Apparent Advantages          | 124            |
| <b>Informational Listening</b>                | <b>128</b>     |
| Don't Judge Prematurely                       | 128            |
| Separate the Message from the Speaker         | 129            |
| Be Opportunistic                              | 129            |
| Look for Key Ideas                            | 130            |
| Ask Questions                                 | 130            |
| Paraphrase                                    | 131            |
| Take Notes                                    | 133            |

|                  |                                                               |            |
|------------------|---------------------------------------------------------------|------------|
|                  | <b>Critical Listening</b>                                     | <b>134</b> |
|                  | Listen for Information Before Evaluating                      | 134        |
|                  | Evaluate the Speaker's Credibility                            | 135        |
|                  | Examine the Speaker's Evidence                                | 135        |
|                  | Examine Emotional Appeals                                     | 136        |
|                  | Evaluate the Speaker's Reasoning                              | 137        |
|                  | <b>Empathic Listening</b>                                     | <b>140</b> |
|                  | Advising                                                      | 140        |
|                  | Judging                                                       | 141        |
|                  | Analyzing                                                     | 142        |
|                  | Questioning                                                   | 143        |
|                  | Supporting                                                    | 144        |
|                  | Prompting                                                     | 145        |
|                  | Paraphrasing                                                  | 146        |
|                  | Which Style to Use?                                           | 149        |
|                  | Summary                                                       | 151        |
|                  | Resources                                                     | 152        |
| <b>Chapter 5</b> | <b>Nonverbal Communication</b>                                | <b>155</b> |
|                  | <b>Characteristics of Nonverbal Communication</b>             | <b>158</b> |
|                  | Nonverbal Communication Exists                                | 158        |
|                  | Nonverbal Behavior Has                                        |            |
|                  | Communicative Value                                           | 158        |
|                  | Nonverbal Communication Is                                    |            |
|                  | Primarily Relational                                          | 159        |
|                  | Nonverbal Communication Is Ambiguous                          | 161        |
|                  | Much Nonverbal Behavior Is Culture-Bound                      | 164        |
|                  | <b>Differences between Verbal and Nonverbal Communication</b> | <b>166</b> |
|                  | Single vs. Multiple Channels                                  | 166        |
|                  | Discrete vs. Continuous                                       | 167        |
|                  | Conscious vs. Unconscious                                     | 167        |
|                  | Clear vs. Ambiguous                                           | 167        |
|                  | <b>Functions of Nonverbal Communication</b>                   | <b>167</b> |
|                  | Repeating                                                     | 168        |
|                  | Substituting                                                  | 168        |
|                  | Complementing                                                 | 168        |
|                  | Accenting                                                     | 168        |
|                  | Regulating                                                    | 169        |

|                  |                                                                        |            |
|------------------|------------------------------------------------------------------------|------------|
|                  | Contradicting                                                          | 169        |
|                  | <b>Types of Nonverbal Communication</b>                                | <b>171</b> |
|                  | Posture and Gesture                                                    | 171        |
|                  | Face and Eyes                                                          | 174        |
|                  | Voice                                                                  | 175        |
|                  | Touch                                                                  | 177        |
|                  | Clothing                                                               | 179        |
|                  | Distance                                                               | 181        |
|                  | Time                                                                   | 183        |
|                  | Territoriality                                                         | 184        |
|                  | Environment                                                            | 184        |
|                  | Summary                                                                | 187        |
|                  | Resources                                                              | 187        |
| <b>Part Two</b>  | <b>Interpersonal Communication</b>                                     | <b>191</b> |
| <b>Chapter 6</b> | <b>Understanding Interpersonal Relationships</b>                       | <b>193</b> |
|                  | <b>Characteristics of Interpersonal Relationships</b>                  | <b>195</b> |
|                  | What Makes Communication Interpersonal:                                |            |
|                  | Contextual vs. Qualitative Definitions                                 | 195        |
|                  | Content and Relational Messages                                        | 197        |
|                  | Metacommunication                                                      | 199        |
|                  | <b>Reasons for Forming Relationships</b>                               | <b>199</b> |
|                  | We Like People Who Are Similar to Us—Usually                           | 200        |
|                  | We Like People Who Are Different from Us—in Certain Ways               | 201        |
|                  | We Like People Who Like Us—Usually                                     | 201        |
|                  | We Are Attracted to People Who Can Help Us                             | 202        |
|                  | We Like Competent People—Particularly When They Are “Human”            | 202        |
|                  | We Are Attracted to People Who Disclose Themselves to Us—Appropriately | 202        |
|                  | We Feel Strongly about People We Encounter Often                       | 203        |
|                  | <b>Stages in Intimate Relationships</b>                                | <b>203</b> |
|                  | Stages of Coming Together and Coming Apart                             | 203        |
|                  | Movement Within and Between Stages                                     | 208        |

|                  |                                                              |            |
|------------------|--------------------------------------------------------------|------------|
|                  | <b>Intimacy and Distance in Interpersonal Relationships</b>  | <b>210</b> |
|                  | The Needs for Autonomy and Independence                      | 210        |
|                  | Self-Disclosure in Interpersonal Relationships               | 214        |
|                  | Levels of Disclosing and Nondisclosing                       |            |
|                  | Communication                                                | 215        |
|                  | Reasons for Self-Disclosure                                  | 219        |
|                  | The Johari Window Model of Self-Disclosure                   | 221        |
|                  | Characteristics of Effective Self-Disclosure                 | 224        |
|                  | Guidelines for Appropriate Self-Disclosure                   | 226        |
|                  | Alternatives to Self-Disclosure                              | 228        |
|                  | Summary                                                      | 232        |
|                  | Resources                                                    | 233        |
| <b>Chapter 7</b> | <b>Improving Interpersonal Relationships</b>                 | <b>237</b> |
|                  | <b>Communication Climates in Interpersonal Relationships</b> | <b>239</b> |
|                  | Confirming and Disconfirming Messages                        | 239        |
|                  | How Communication Climates Develop                           | 242        |
|                  | Creating Positive Communication Climates                     | 243        |
|                  | <b>Managing Interpersonal Conflict</b>                       | <b>249</b> |
|                  | The Nature of Conflict                                       | 249        |
|                  | Styles of Expressing Conflict                                | 250        |
|                  | Characteristics of an Assertive Message                      | 254        |
|                  | Gender and Conflict Style                                    | 258        |
|                  | Cultural Influences on Conflict                              | 259        |
|                  | Methods of Conflict Resolution                               | 261        |
|                  | Steps in Win–Win Problem-Solving                             | 265        |
|                  | Letting Go                                                   | 268        |
|                  | Summary                                                      | 269        |
|                  | Resources                                                    | 269        |
| <b>Chapter 8</b> | <b>Interviewing</b>                                          | <b>271</b> |
|                  | <b>The Nature of Interviewing</b>                            | <b>273</b> |
|                  | Interviewing Defined                                         | 273        |
|                  | How Interviewing Differs from Conversation                   | 274        |
|                  | <b>Planning the Interview</b>                                | <b>276</b> |
|                  | The Interviewer's Role                                       | 276        |

|                                               |                |
|-----------------------------------------------|----------------|
| The Interviewee's Role                        | 283            |
| <b>Conducting the Interview</b>               | <b>285</b>     |
| Stages of an Interview                        | 285            |
| The Interviewer's Responsibilities            | 287            |
| The Interviewee's Responsibilities            | 288            |
| <b>The Selection Interview</b>                | <b>289</b>     |
| Employment Strategies                         | 289            |
| Tips for the Interviewee                      | 290            |
| <b>The Information-Gathering Interview</b>    | <b>294</b>     |
| Prepare for the Interview                     | 294            |
| Choose the Right Interviewee                  | 294            |
| Informational Interviewing Tips               | 294            |
| <b>Other Interview Types</b>                  | <b>296</b>     |
| The Persuasive Interview                      | 296            |
| The Performance Appraisal Interview           | 297            |
| The Counseling Interview                      | 298            |
| The Survey Interview                          | 298            |
| Summary                                       | 299            |
| Resources                                     | 300            |
| <br><b>Part Three Communication in Groups</b> | <br><b>303</b> |
| <br><b>Chapter 9 The Nature of Groups</b>     | <br><b>305</b> |
| <b>What is a Group?</b>                       | <b>307</b>     |
| Interaction                                   | 307            |
| Time                                          | 309            |
| Size                                          | 309            |
| Goals                                         | 310            |
| <b>Goals of Groups and Their Members</b>      | <b>310</b>     |
| Individual Goals                              | 310            |
| Group Goals                                   | 311            |
| <b>Types of Groups</b>                        | <b>312</b>     |
| Learning Groups                               | 312            |
| Growth Groups                                 | 312            |
| Problem-Solving Groups                        | 313            |
| Social Groups                                 | 313            |
| <b>Characteristics of Groups</b>              | <b>314</b>     |
| Rules and Norms                               | 314            |

|                                                       |                |
|-------------------------------------------------------|----------------|
| Roles                                                 | 317            |
| Patterns of Interaction                               | 322            |
| Decision-Making Methods                               | 325            |
| <b>Cultural Influences on Group Communication</b>     | <b>327</b>     |
| Individualism vs. Collectivism                        | 328            |
| Power Distance                                        | 329            |
| Uncertainty Avoidance                                 | 330            |
| Task vs. Social Orientation                           | 330            |
| Summary                                               | 331            |
| Resources                                             | 331            |
| <br><b>Chapter 10 Solving Problems in Groups</b>      | <br><b>333</b> |
| <b>Problem-Solving in Groups: When and Why</b>        | <b>335</b>     |
| Advantages of Group Problem-Solving                   | 335            |
| When to Use Groups for Problem-Solving                | 337            |
| <b>Types of Problem-Solving Formats</b>               | <b>339</b>     |
| <b>Approaches and Stages in Problem-Solving</b>       | <b>340</b>     |
| A Structured Problem-Solving Approach                 | 340            |
| Developmental Stages in Problem-Solving Groups        | 348            |
| <b>Maintaining Positive Relationships</b>             | <b>350</b>     |
| Basic Skills                                          | 350            |
| Building Cohesiveness                                 | 350            |
| <b>Leadership and Power in Groups</b>                 | <b>353</b>     |
| Power in Groups                                       | 353            |
| What Makes Leaders Effective?                         | 357            |
| <b>Overcoming Dangers in Group Discussion</b>         | <b>362</b>     |
| Information Underload and Overload                    | 363            |
| Unequal Participation                                 | 364            |
| Pressure to Conform                                   | 365            |
| Summary                                               | 367            |
| Resources                                             | 368            |
| <br><b>Part Four Public Communication</b>             | <br><b>371</b> |
| <br><b>Chapter 11 Choosing and Developing a Topic</b> | <br><b>373</b> |
| <b>Choosing a Topic</b>                               | <b>376</b>     |
| Look for a Topic Early                                | 376            |
| Choose a Topic That Interests You                     | 376            |

|                                                                |                |
|----------------------------------------------------------------|----------------|
| Choose a Topic You Know Something About                        | 377            |
| <b>Defining Purpose</b>                                        | <b>378</b>     |
| All Communication Is Purposeful                                | 378            |
| General Purpose                                                | 378            |
| Specific Purpose                                               | 379            |
| <b>The Thesis Statement</b>                                    | <b>381</b>     |
| <b>Analyzing the Speaking Situation</b>                        | <b>382</b>     |
| You, the Speaker: Self-Analysis                                | 382            |
| The Listeners: Audience Analysis                               | 384            |
| The Occasion                                                   | 389            |
| <b>Gathering Information</b>                                   | <b>392</b>     |
| Library Research                                               | 392            |
| Interviewing                                                   | 394            |
| Personal Observation                                           | 394            |
| Survey Research                                                | 396            |
| <b>Sample Speech: “Eldercare—The New<br/>Employee Benefit”</b> | <b>397</b>     |
| Summary                                                        | 401            |
| Resources                                                      | 402            |
| <br><b>Chapter 12 Organization and Support</b>                 | <br><b>405</b> |
| <b>Structuring the Speech</b>                                  | <b>407</b>     |
| Types of Outlines                                              | 407            |
| <b>Principles of Outlining</b>                                 | <b>409</b>     |
| Standard Symbols                                               | 409            |
| Standard Format                                                | 410            |
| The Rule of Division                                           | 411            |
| The Rule of Parallel Wording                                   | 411            |
| Organizing Your Points in a Logical Order                      | 412            |
| Listing Supporting Material                                    | 415            |
| Listing Connectives                                            | 415            |
| Other Parts of the Speech Outline                              | 416            |
| <b>Beginning and Ending the Speech</b>                         | <b>416</b>     |
| The Introduction                                               | 416            |
| The Conclusion                                                 | 419            |
| <b>Supporting Material</b>                                     | <b>422</b>     |
| Functions of Supporting Material                               | 422            |
| Types of Supporting Material                                   | 423            |

|                                                                           |            |
|---------------------------------------------------------------------------|------------|
| Styles of Support: Narration and Citation                                 | 429        |
| <b>Using Visual Aids</b>                                                  | <b>430</b> |
| Types of Visual Aids                                                      | 431        |
| Media for the Presentation of Visual Aids                                 | 435        |
| Rules for Using Visual Aids                                               | 436        |
| <b>Sample Speech: “Quackery—The Rhetoric<br/>        of Health Fraud”</b> | <b>437</b> |
| The Outline                                                               | 437        |
| Summary                                                                   | 442        |
| Resources                                                                 | 443        |
| <b>Chapter 13 Presenting Your Message</b>                                 | <b>445</b> |
| <b>Types of Delivery</b>                                                  | <b>447</b> |
| Extemporaneous                                                            | 447        |
| Impromptu                                                                 | 448        |
| Manuscript                                                                | 449        |
| Memorized                                                                 | 449        |
| <b>Practicing the Speech</b>                                              | <b>451</b> |
| <b>Guidelines for Delivery</b>                                            | <b>452</b> |
| Visual Aspects of Delivery                                                | 453        |
| Auditory Aspects of Delivery                                              | 455        |
| <b>Speaking with Confidence</b>                                           | <b>460</b> |
| Facilitative and Debilitative Stage Fright                                | 460        |
| Sources of Debilitative Stage Fright                                      | 461        |
| Overcoming Debilitative Stage Fright                                      | 462        |
| <b>Offering Constructive Criticism</b>                                    | <b>464</b> |
| Summary                                                                   | 465        |
| Resources                                                                 | 465        |
| <b>Chapter 14 Informative Speaking</b>                                    | <b>469</b> |
| <b>Categorizing Types of Informative<br/>        Speaking</b>             | <b>471</b> |
| By Format                                                                 | 471        |
| By Content                                                                | 472        |
| By Purpose                                                                | 472        |
| <b>Informative vs. Persuasive Topics</b>                                  | <b>473</b> |

|                                                                                          |                |
|------------------------------------------------------------------------------------------|----------------|
| <b>Techniques of Informative Speaking</b>                                                | <b>474</b>     |
| Define a Specific Informative Purpose                                                    | 474            |
| Create Information Hunger                                                                | 475            |
| Make It Easy to Listen                                                                   | 476            |
| Emphasize Important Points                                                               | 477            |
| Use a Clear, Informative Organization<br>and Structure                                   | 478            |
| Use Supporting Material Effectively                                                      | 480            |
| Use Clear Language                                                                       | 484            |
| Generate Audience Involvement                                                            | 486            |
| <b>Sample Speech: “Words in Time—Some<br/>    Reflections on the Language of Speech”</b> | <b>489</b>     |
| Summary                                                                                  | 493            |
| Resources                                                                                | 494            |
| <br><b>Chapter 15 Persuasive Speaking</b>                                                | <br><b>497</b> |
| <b>Characteristics of Persuasion</b>                                                     | <b>499</b>     |
| Persuasion Is Not Coercive                                                               | 499            |
| Persuasion Is Usually Incremental                                                        | 499            |
| Persuasion Is Interactive                                                                | 501            |
| Persuasion Can Be Ethical                                                                | 501            |
| <b>Categorizing Types of Persuasion</b>                                                  | <b>503</b>     |
| By Type of Proposition                                                                   | 503            |
| By Desired Outcome                                                                       | 505            |
| By Directness of Approach                                                                | 506            |
| <b>Creating the Persuasive Message</b>                                                   | <b>508</b>     |
| Set a Clear, Persuasive Purpose                                                          | 508            |
| Structure the Message Carefully                                                          | 509            |
| Use Solid Evidence                                                                       | 513            |
| Use Careful Reasoning                                                                    | 515            |
| <b>Adapting to the Audience</b>                                                          | <b>519</b>     |
| Establish Common Ground                                                                  | 519            |
| Organize According to the Expected Response                                              | 521            |
| Adapt to a Hostile Audience                                                              | 521            |
| <b>Building Credibility as a Speaker</b>                                                 | <b>523</b>     |
| Competence                                                                               | 524            |
| Character                                                                                | 524            |
| Charisma                                                                                 | 524            |

|                 |                                                                                             |            |
|-----------------|---------------------------------------------------------------------------------------------|------------|
|                 | <b>Sample Speech: “Alkali Batteries—Powering Electronics and Polluting the Environment”</b> | <b>526</b> |
|                 | Summary                                                                                     | 529        |
|                 | Resources                                                                                   | 530        |
| <b>Appendix</b> | <b>Understanding Mass Communication</b>                                                     | <b>533</b> |
|                 | <b>Fundamental Concepts</b>                                                                 | <b>535</b> |
|                 | <b>The Importance of Mass Media</b>                                                         | <b>537</b> |
|                 | Social Importance                                                                           | 537        |
|                 | Political Importance                                                                        | 538        |
|                 | Economic Importance                                                                         | 542        |
|                 | <b>Ten Milestones in Mass Communication</b>                                                 |            |
|                 | <b>History</b>                                                                              | <b>543</b> |
|                 | The Print Media                                                                             | 543        |
|                 | The Audiovisual Media                                                                       | 544        |
|                 | <b>Theories of Media Effects</b>                                                            | <b>545</b> |
|                 | Flow Theories                                                                               | 545        |
|                 | Social Learning Theory                                                                      | 546        |
|                 | Individual Differences                                                                      | 547        |
|                 | Cultivation Theory                                                                          | 547        |
|                 | Uses and Gratifications                                                                     | 548        |
|                 | Agenda Setting                                                                              | 549        |
|                 | Content Effects vs. Media Effects                                                           | 549        |
|                 | <b>Cultural Studies</b>                                                                     | <b>550</b> |
|                 | Feminist/Gender Analysis                                                                    | 551        |
|                 | Semiological Analysis                                                                       | 551        |
|                 | Marxist Analysis                                                                            | 552        |
|                 | Psychoanalytic Criticism                                                                    | 553        |
|                 | <b>Ethical and Legal Issues</b>                                                             | <b>554</b> |
|                 | Reporters’ Responsibilities                                                                 | 554        |
|                 | Free Press/Fair Trial                                                                       | 557        |
|                 | Truth in the Marketplace                                                                    | 558        |
|                 | Summary                                                                                     | 560        |
|                 | Resources                                                                                   | 561        |
|                 | Glossary                                                                                    |            |
|                 | Permissions and Acknowledgments                                                             |            |
|                 | Index                                                                                       |            |