

Test Bank

for

Seiler and Beall

**Communication:
Making Connections**

Ninth Edition

By

Tiffany R. Wang

University of Montevallo

Allyn & Bacon

Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich Paris
Hong Kong Singapore Tokyo Cape Town Sydney

Copyright © 2014, 2011, 2008 Pearson Education, Inc., publishing as Allyn & Bacon, 75 Arlington Street, Suite 300, Boston, MA 02116.

All rights reserved. Manufactured in the United States of America. The contents, or parts thereof, may be reproduced with *Communication: Embracing Difference*, Third Edition, by Daniel M. Dunn and Lisa J. Goodnight, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Pearson Higher Education, Rights and Contracts Department, 501 Boylston Street, Suite 900, Boston, MA 02116 or fax your request to 617-671-3447.



This work is protected by United States copyright laws and is provided *solely for the use of instructors* in teaching their courses and assessing student learning.

Dissemination or sale of any part of this work (*including on the World Wide Web*) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Allyn & Bacon
is an imprint of



© 2014 by PEARSON EDUCATION, INC.

All rights reserved.

10 9 8 7 6 5 4 3 2 1

ISBN 10: 0-205-93099-9
ISBN 13: 978-0-205-93099-9

Table of Contents

Preface.....	2
CHAPTER 1: CONNECTING PROCESS AND PRINCIPLES.....	4
CHAPTER 2: CONNECTING PERCEPTIONS AND COMMUNICATION	15
CHAPTER 3: CONNECTING SELF AND COMMUNICATION	26
CHAPTER 4: CONNECTING THROUGH VERBAL COMMUNICATION.....	36
CHAPTER 5: CONNECTING THROUGH NONVERBAL COMMUNICATION.....	46
CHAPTER 6: CONNECTING LISTENING AND THINKING IN THE COMMUNICATION PROCESS	56
CHAPTER 7: SELECTING A TOPIC AND CONNECTING TO THE AUDIENCE.....	65
CHAPTER 8: GATHERING AND USING INFORMATION	75
CHAPTER 9: ORGANIZING AND OUTLINE YOUR SPEECH.....	85
CHAPTER 10: MANAGING ANXIETY AND DELIVERING YOUR SPEECH	95
CHAPTER 11: INFORMATIVE SPEAKING.....	105
CHAPTER 12: PERSUASIVE SPEAKING	115
CHAPTER 13: INTERPERSONAL COMMUNICATION.....	125
CHAPTER 14: DEVELOPING AND MAINTAINING RELATIONSHIPS	135
CHAPTER 15: GROUP AND TEAM COMMUNICATION.....	146
CHAPTER 16: PARTICIPATING IN GROUPS AND TEAMS.....	156
APPENDIX: CAREER DEVELOPMENT: PREPARING FOR YOUR FUTURE	166
MID-TERM EXAM.....	166
FINAL EXAM.....	173

Preface

The Test Bank that accompanies William J. Seiler, Melissa L. Beall, and Joseph P. Mazer's *Communication: Making Connections, Ninth Edition* consists of approximately 800 carefully reviewed questions. The author of the Test Bank, Tiffany R. Wang of University of Montevallo, has provided a selection of Multiple Choice, True/False, Short Answer, and Essay questions for each chapter of the book. Every question has a correct answer, page reference, difficulty level, and skill designation.

How Do We Indicate Difficulty?

The author has determined the level of difficulty for each question on a scale of 1–3. “1” represents an easy question, “2” a mid-level question, while “3” is reserved for challenging questions.

What Is the Skill?

Indicating the type of skill needed to answer each question allows you to prepare effective test items relative to the strengths of your students. The author has prepared three styles of questions: Factual, Conceptual, and Applied. These styles are adapted from the more detailed Bloom's Taxonomy.

Factual:

Straightforward recall of facts/information from the text—memorization type items (dates, names, statistics etc.)

Conceptual:

Requires students to recall/demonstrate knowledge and understanding of concepts/theories from the text

Applied:

Questions that challenge students with a scenario/problem where they base their response on knowledge gained from reading the text and apply it to the scenario/problem

Justification for Exams and Quizzes

Some instructors feel this type of course is so hands-on that exams or quizzes are unnecessary. There is a good argument to be made for that approach. However, it is a fact of life that students aren't as likely to read course material if they believe they won't be tested on the information. Exams can be kept to a minimum (midterm and final) or you could offer several hourly exams so students don't have to cover so much ground in only a midterm and final. This test bank includes a midterm and final exam drawn from the chapter questions.

Some instructors have students take short quizzes at the start of each class period where a new chapter will be covered. This can increase the chance students will read material in advance. Sometimes, though, administering frequent quizzes can eat into precious class time. If that is the case, you could consider having students complete the quizzes in advance online.

Other Assessments

In addition to this Test Bank, the National Communication Association (www.natcom.org) has a number of publications available that extensively cover communication assessment. They offer a variety of evaluation rubrics for public speaking. There are also suggested communication assessment tools for a wide variety of communication contexts (listening, communication apprehension, etc.).

Other Formats for this Test Bank

This Test Bank is also available in Pearson Education's MyTest! This flexible, online test generating software includes all questions found in the Test Bank, allowing you to create your own personalized exams, edit any of the existing test questions, and even add your own questions to the mix! Other special features of this program include random generation of test questions, creation of alternate versions of the same test, scrambling of question

Test Bank for Communication: Making Connections, Ninth Edition

sequence, and test preview before printing. This tool is available free to all adopters of the Seiler/Beall book at www.pearsonmytest.com (access code is required; talk to your Pearson Publisher's Representative for details).

Thank you for choosing *Communication: Making Connections, Ninth Edition*! It is our sincere hope that this Test Bank, along with the other components of the ancillary package for this book, are helpful to you when planning and teaching your Communication course.

We also welcome you to share your experiences using this Test Bank and the book with us. Any suggestions for improving our teaching tools are welcome. Questions and comments can be addressed to the supplements editor for this book, Kate Cebik (katesgreatbooks@gmail.com).

CHAPTER 1: CONNECTING PROCESS AND PRINCIPLES

MULTIPLE CHOICE

- 1) Which of the following principles helps provide a foundation for understanding communication?
- A) Communication is moral.
 - B) Communication is natural.
 - C) Communication is systemic.
 - D) Communication is linear.
 - E) Communication is based on language.

Answer: C; Pages: 15–16; Difficulty: 1; Skill: Factual

- 2) The statement, “Communication is a process” implies that
- A) the function of communication seldom changes.
 - B) communication is ongoing and ever changing.
 - C) communication is best understood as a series of step-by-step actions.
 - D) communication is generally transmitted through electronic means.
 - E) social systems are merely contexts in which communication occurs.

Answer: B; Page: 15; Difficulty: 2; Skill: Conceptual

- 3) According to the text, the essential components of communication are
- A) symbols, understanding, purpose, ideas, opinions, nonverbals, and reaction.
 - B) radio, television, Internet, symbols, and gender.
 - C) source, message, interference, channel, receiver, feedback, environment, and context.
 - D) source, destination, interaction, and correlation.
 - E) symbols, understanding, communication, and communicant.

Answer: C; Page: 19; Difficulty: 1; Skill: Factual

- 4) The principles of effective composition and speech delivery were first studied by
- A) social scientists after the conclusion of WWII.
 - B) religious leaders during the European “Middle Ages.”
 - C) the rhetoricians of ancient Greece and Rome.
 - D) media theorists after the advent of radio and mediated political debates.
 - E) followers of Buddha, who advised his disciples to avoid “harsh speech.”

Answer: C; Page: 5; Difficulty: 1; Skill: Factual

- 5) Speech communication is a diverse discipline involving a range of behaviors and situations. The common thread connecting all of these behaviors and situations is
- A) classical rhetoric.
 - B) public speaking.
 - C) interpersonal communication.
 - D) human symbolic interaction.
 - E) organizational behavior.

Answer: D; Page: 5; Difficulty: 2; Skill: Conceptual

- 6) The classical rhetorician who noted that communication needed to be presented by “a good man speaking well” was
- A) Caesar.
 - B) Aristotle.
 - C) Quintilian.
 - D) Corax.
 - E) Plato.

Answer: C; Page: 12; Difficulty: 1; Skill: Factual

- 7) Sam tells the interviewer that he has 15 years of sales experience even though he has only two years of sales experience. The prospective employer offers him the sales job on the spot. This example illustrates that unethical communication
- A) can be easily discovered by the audience.
 - B) is virtuous.
 - C) is always ineffective.
 - D) may, in fact, constitute effective communication.
 - E) makes use of ethos.

Answer: D; Pages: 12–13; Difficulty: 2; Skill: Applied

- 8) Aristotle, a classical Greek rhetorician, argued that communication was most effective when a speaker’s character, or _____, was engaged in presenting truth.
- A) telos (purpose)
 - B) ethos (ethical appeal)
 - C) pathos (emotional appeal)
 - D) logos (logical appeal)
 - E) kairos (effective timing)

Answer: B; Page: 12; Difficulty: 1; Skill: Factual

- 9) When individuals are involved in a simultaneous communication process, they are involved in
- A) encoding.
 - B) an interaction.
 - C) decoding.
 - D) a transaction.
 - E) reception.

Answer: D; Pages: 16–17; Difficulty: 1; Skill: Factual

- 10) Bailey notices that her typically soft-spoken movie theater supervisor has been yelling at her and several of her coworkers. She speculates that problems at home may be impacting her supervisor’s home and work relationships. This speculation best illustrates the principle that communication is
- A) overt.
 - B) intentional.
 - C) a process.
 - D) systemic.
 - E) transactional.

Answer: D; Pages: 15–16; Difficulty: 2; Skill: Applied

- 11) Although communication can be considered both transactional and interactional, the prime function of the communication source/sender is to
- A) send the intended message.
 - B) serve only as the sender.
 - C) initiate the message.
 - D) decode and evaluate the message.
 - E) respond.

Answer: C; Page: 20; Difficulty: 1; Skill: Factual

- 12) Kyle is frantically trying to finish his outline, because he forgot that his outline was due the following day. Since the Internet is easy to access and there are so many sites available, he assumes that he can take what he wants and never be caught. Kyle's assumption illustrates that technology has led to a greater tendency for some people to
- A) conduct research in libraries.
 - B) use ethical communication.
 - C) plagiarize.
 - D) enhance their credibility using verifiable sources.
 - E) build ethos.

Answer: C; Pages: 12–13; Difficulty: 2; Skill: Conceptual

- 13) Dr. Halliday is presenting a lecture to an audience of over 100 students. She asks, "Can you hear me?" and Courtney, who is sitting in the back row, nods. What component of the communication process does Courtney's response illustrate?
- A) Context
 - B) Noise
 - C) Channel
 - D) Environment
 - E) Feedback

Answer: E; Page: 23; Difficulty: 2; Skill: Applied

- 14) Effective communication skills
- A) are inherited from your parents.
 - B) are learned over time through instruction and practice.
 - C) are mainly important for those who have jobs in the media.
 - D) will guarantee that the communicator's goals are morally correct.
 - E) are best learned through classroom instruction.

Answer: B; Page: 32; Difficulty: 2; Skill: Conceptual

- 15) Which of the following statements about culture and communication is most accurate?
- A) Some cultures need to improve the way they communicate.
 - B) Due to technology, we no longer need to be concerned about improving our understanding of people from different cultures.
 - C) Culture illustrates the linear nature of communication.
 - D) Culture rarely becomes an element of communication.
 - E) The way in which people communicate is primarily a function of culture.

Answer: E; Pages: 13–14; Difficulty: 2; Skill: Conceptual

- 16) News reporters, anchors, or book authors communicate with or to a very large number of people via newspaper, television, or books. This example best illustrates
- A) mass communication.
 - B) intrapersonal communication.
 - C) public communication.
 - D) performance studies.
 - E) group communication.

Answer: A; Page: 26; Difficulty: 1; Skill: Conceptual

- 17) After finishing a lecture on thermodynamics, Arleen compliments Dr. Phen by saying, “Sir, that was a ‘bad’ lecture,” to which Dr. Phen responds, “Why, what was wrong with it?” Which of the following statements about communication best illustrate Dr. Phen’s response?
- A) The ability to communicate is learned.
 - B) Communication is a good thing.
 - C) Meanings are in people.
 - D) More communication would solve the problem.
 - E) Words have meaning.

Answer: C; Pages: 31–32; Difficulty: 3; Skill: Applied

- 18) Becky decides to translate her feelings of anger into words and communicate them to Brent. In doing so, Becky enacts the process of
- A) receiving.
 - B) decoding.
 - C) encoding.
 - D) sending.
 - E) reacting.

Answer: C; Page: 21; Difficulty: 2; Skill: Applied

- 19) Josh and Mark take turns exchanging information about their plans for the day during their morning chat over coffee. Their conversation best demonstrates that communication is
- A) unintentional.
 - B) interactive.
 - C) ethical.
 - D) cognitive.
 - E) multicultural.

Answer: B; Page: 27; Difficulty: 2; Skill: Applied

- 20) An important principle related to the basic elements of communication is that you
- A) act as a source first, then as a receiver.
 - B) intentionally choose whether you want to be a source or a receiver.
 - C) act as a receiver first, then as a source.
 - D) are responsible for selecting the feedback.
 - E) are simultaneously a source and a receiver.

Answer: E; Pages: 22–23; Difficulty: 1; Skill: Conceptual

- 21) Kristen had a disagreement with Paul and told him that he was an idiot. Later, while apologizing, Kristen asked Paul to “forget that little comment.” Kristen does not realize that
- A) oral communication is irreversible.
 - B) we have a natural ability to communicate.
 - C) quantity means quality.
 - D) meaning is in the words we use.
 - E) communication is a cure-all.

Answer: A; Page: 32; Difficulty: 2; Skill: Applied

- 22) Your boss walks by you in the hall, gives you a report, and says, “I need you to have a summary of that report done ASAP.” You take the report home overnight, summarize it, and give it to your boss the next morning. Your boss takes the summary and complains to you, “I’m disappointed that you did not get it to me by when I told you to.” This example illustrates the myth that
- A) we have a natural ability to communicate.
 - B) communication is a cure-all.
 - C) communication is reversible.
 - D) meaning is in the words we use.
 - E) quantity means quality.

Answer: D; Pages: 31–32; Difficulty: 3; Skill: Applied

- 23) After her friend sent her a Facebook message that said “we need to talk,” Erin began analyzing and interpreting what the Facebook message meant. This process is known as
- A) encoding.
 - B) internalizing.
 - C) responding.
 - D) decoding.
 - E) remembering.

Answer: D; Pages: 22–23; Difficulty: 2; Skill: Applied

- 24) “I don’t know why I bother taking a communication class! I simply do not have the knack for communicating very well, and will never improve!” This statement best illustrates which of the following misconceptions about communication?
- A) Quantity for quality
 - B) Meanings in people
 - C) Meanings in words
 - D) Natural ability to communicate
 - E) Communication is a cure-all

Answer: D; Page: 32; Difficulty: 3; Skill: Applied

- 25) As a communication source, an individual
- A) controls the channels by which the message will be mediated.
 - B) determines the meaning of what is to be communicated.
 - C) decodes the message into meaning.
 - D) often assigns meaning to unintentional behaviors.
 - E) is primarily responsible for sending feedback.

Answer: B; Pages: 20–21; Difficulty: 1; Skill: Factual

- 26) Thinking of communication as a “cure-all” is a myth because
- A) communication is used unethically most of the time.
 - B) sometimes communication can create more problems than it solves.
 - C) communication is irreversible.
 - D) the act of communicating does carry some guarantees.
 - E) communication is a panacea.

Answer: B; Page: 31; Difficulty: 2; Skill: Conceptual

- 27) Melissa uses her iPhone to text her friends Katie and Stephen to see if they want to join her for lunch at The Caf, the university cafeteria. What type of communication best describes their conversation?
- A) Intrapersonal communication
 - B) Performance studies
 - C) Communication via social media
 - D) Public speaking
 - E) Group communication

Answer: C; Pages: 26–27; Difficulty: 2; Skill: Applied

- 28) After a couple dates, Marcus and Kate decide to make their relationship official. After this conversation, Kate analyzes what happened in her dorm room. What type of communication does Kate's analysis illustrate?
- A) Intrapersonal
 - B) Telepathy
 - C) Interpersonal
 - D) Relational
 - E) Integrative

Answer: A; Page: 25; Difficulty: 2; Skill: Applied

- 29) According to the text, interpersonal communication must involve
- A) intrapersonal communication.
 - B) a clear goal.
 - C) mediation.
 - D) dyadic communication.
 - E) face-to-face communication.

Answer: D; Page: 25; Difficulty: 1; Skill: Factual

- 30) Which of the following statements best illustrates the point made in the textbook about whether or not communication is reversible?
- A) Listeners will often let you take back something you say.
 - B) Listeners may forgive and forget an angry statement.
 - C) Speakers are given wide latitude in correcting their mistakes.
 - D) Speakers rarely need to worry about things said as long as they act naturally and don't spend much time planning their message.
 - E) Speakers must explain and compensate for improper statements.

Answer: E; Page: 32; Difficulty: 2; Skill: Conceptual

TRUE/FALSE

- 1) Communication is irreversible.

Answer: ☒ True False

Page: 32; Difficulty: 1; Skill: Factual

- 2) Communication includes both intentional and unintentional messages.

Answer: ☒ True False

Pages: 17–19; Difficulty: 1; Skill: Factual

- 3) Mary Beth is in a hurry to get to her afternoon communication class and is not paying attention to her surroundings. Rather than waving back to her best friend, Taylor, Mary Beth walks right by Taylor without acknowledging her. This example illustrates that communication that is not intended is usually nonverbal.

Answer: ☒ True False

Pages: 17–19; Difficulty: 1; Skill: Applied

- 4) Individuals who are high in communication competence will most likely have a narrow repertoire of communication behaviors.
Answer: True ❌ False
Page: 33; Difficulty: 2; Skill: Conceptual
- 5) Communication is a natural ability.
Answer: True ❌ False
Page: 32; Difficulty: 1; Skill: Factual
- 6) Unethical communication is equivalent, or the same as, ineffective communication behavior.
Answer: True ❌ False
Pages: 12–13; Difficulty: 2; Skill: Conceptual
- 7) What we need to improve our relationships is more communication.
Answer: True ❌ False
Page: 31; Difficulty: 2; Skill: Conceptual
- 8) Sam touches Taylor’s hand and she thinks to herself, “I wonder if that means he might ask me out on a date.” Taylor is engaging in intrapersonal communication about this event.
Answer: ❌ True False
Page: 25; Difficulty: 2; Skill: Applied
- 9) Judy asks Cade questions to see whether he would make a good intern at a local nonprofit organization. This interview is a form of interpersonal communication.
Answer: ❌ True False
Page: 25; Difficulty: 2; Skill: Applied
- 10) Jack hosts an afternoon sports talk show on his campus radio station. Jack’s show is an example of mass communication.
Answer: ❌ True False
Page: 26; Difficulty: 2; Skill: Applied

SHORT ANSWER

- 1) What does it mean to say that communication is a process? Provide an example of a process.
Answer: It involves a series of actions that has no beginning or end and is constantly changing. Examples will vary.
Page: 15; Difficulty: 2; Skill: Applied
- 2) What does transactional mean?
Answer: The exchange of information in which both parties act simultaneously as senders and receivers and engage in encoding and decoding at the same time.
Pages: 16–17; Difficulty: 2; Skill: Conceptual
- 3) Briefly explain why it is important to know that communication can be both intentional and unintentional.
Answer: A person can purposely send a message to a receiver and they can also send a message that was not received, although they may not have intended it to be sent.
Pages: 17–19; Difficulty: 3; Skill: Conceptual

Test Bank for Communication: Making Connections, Ninth Edition

- 4) Define context. What is the role of context in communication?
Answer: Context refers to the circumstances or situation in which communication occurs. The context we are in affects what we say, how we say it and what type of communication should be used.
Pages: 24–25; Difficulty 2; Skill: Conceptual
- 5) Discuss some trends resulting in an increasingly multicultural society.
Answer: People move from place to place more frequently; increases in Hispanic, black, and Asian American populations and decline or stable percentage of population for whites; 50–100% or more students with different native languages in several portions of the U.S.; increase in students whose first language is not English.
Pages: 13–14; Difficulty 3; Skill: Factual
- 6) What does a message consist of?
Answer: A message consists of words, grammar, organization of thoughts, physical appearance, body movement, voice, aspects of the person's personality and self-concept, and personal style. Environment and noise can also shape a message.
Pages: 21–22; Difficulty: 2; Skill: Factual
- 7) Define interference. Provide an example to illustrate your definition.
Answer: Anything that changes the meaning of an intended message. Examples will vary.
Page: 22; Difficulty: 2; Skill: Applied
- 8) Identify two classical rhetoricians who provided suggestions considering ethics and communication.
Answer: Aristotle and Quintilian
Pages: 12–13; Difficulty: 1; Skill: Factual
- 9) Identify two ways that demographic changes in our culture will affect communication.
Answer: (1) Increased knowledge, flexibility, and sensitivity are necessary, (2) requires patience, understanding and respect.
Pages: 13–14; Difficulty: 1; Skill: Factual
- 10) Explain and provide a brief example for why action does not accurately describe communication.
Answer: An action perspective does not consider the reaction from the receiver. Examples will vary.
Pages: 4–6; Difficulty: 3; Skill: Applied
- 11) Define the term “go viral.”
Answer: A phrase used to describe a message that reaches enormous audiences by “infecting” viewers and users with the message.
Page: 29; Difficulty: 1; Skill: Factual
- 12) How can communication be intentional? Provide an example of intentional communication.
Answer: A message can be intentional if it is purposely sent to a specific receiver. Examples will vary.
Pages: 17–19; Difficulty: 3; Skill: Applied
- 13) What are the roles of the receiver in the communication process?
Answer: Analyzing and interpreting the message
Pages: 22–23; Difficulty: 1; Skill: Factual

- 14) Define feedback and briefly explain the advantages and disadvantages of feedback.

Answer: Feedback is the response to a message that the receiver sends to the source. Feedback allows the sender to determine if the message was understood as intended. It also allows the sender to correct any errors and misconceptions. Additional advantages suggest that when feedback increases, reception of information is enhanced. Disadvantages include that it takes time to provide feedback and people must be willing to clarify misconceptions when they occur.

Page: 23; Difficulty: 3; Skill: Conceptual

- 15) In what ways does environment affect communication?

Answer: It can affect the nature and quality of the communication in that the attitudes, feelings, perceptions and relationships of the communicators can be influenced by factors of the location in which the communication event occurs (e.g., place, size, color, temperature, etc.).

Pages: 23–24; Difficulty: 2; Skill: Conceptual

- 16) Explain the difference between external and internal interference. Provide examples of each to illustrate your answer.

Answer: External influence is caused by physical things, such as noise caused by someone's cell phone ringing, tapping their pen on the desk, or a room that is too cold. Internal interference refers to psychological noise, such as thinking about what else you have to do that day, someone using distracting hand gestures that make you more preoccupied with evaluating their behaviors than their verbal message. Examples will vary.

Page: 22; Difficulty: 1; Skill: Applied

- 17) Explain why “quantity means quality” is a misconception. Provide an example from your own life that illustrates why this is a misconception.

Answer: More communication does not necessarily equal better communication. It isn't the amount of communication that makes the difference. It is the content of communication that makes the difference. Examples will vary.

Page: 31; Difficulty: 1; Skill: Applied

- 18) Discuss the difference between viewing communication as a natural ability versus viewing communication as an ability we learn. Provide an example of something else you do that must be learned.

Answer: Viewing communication as a natural ability assumes that we were born with or without the ability to communicate effectively. Viewing communication as a skill that is learned allows us to practice and improve our abilities. Examples will vary.

Page: 32; Difficulty: 2; Skill: Applied

- 19) Describe how communication via social media has enabled people to have global “face-to-face conversations.”

Answer: With relatively inexpensive hardware and software, people can have global “face-to-face conversations.” Through the use of digital cameras, we can share pictures of ourselves, our families, and special events with friends all over the world. Through the use of Skype, we can videoconference with others near and far.

Pages: 26–27; Difficulty: 2; Skill: Conceptual

- 20) Can unethical communication actually be effective communication? Explain your answer.

Answer: Yes, because even though we may persuade someone to do something unethical, the communication was still effective because they engaged in the requested behavior—but the communication is not appropriate or virtuous.

Pages: 12–13; Difficulty: 2; Skill: Applied

ESSAY

- 1) The Association for Communication Administration defines the communication discipline as a body of research, study and application focusing on “how, why, and with what effects people communicate through spoken language and associated nonverbal messages.” Central to this definition is the concept of human symbolic interaction. Discuss what *human symbolic interaction* is and why it is central to the study of communication. Finally, provide an example of how you use human symbolic interaction in your life.

Answer: Human symbolic interaction is the use of a language system, including words and nonverbal communication, to express thoughts, feelings, beliefs, attitudes, customs, and ideas. All human communication occurs in and through symbolic interaction. Symbolic interaction is the common thread that unifies the practice of communication in all facets of our lives, including (but not limited to) interpersonal communication, communication within groups, organizations, and cultures, and communication observed in the media. Symbolic interaction is central to communication because symbols allow us to express meaning. Without a shared system of symbols to interact with, communication would be impossible. Examples could vary from student to student. Any form of interaction would be appropriate. In general, examples should illustrate how we use shared language and/or nonverbal communication to express meaning.

Pages: 4–6; Difficulty: 2; Skill: Applied

- 2) Human communication includes various types of communication encounters. Your textbook identifies five types of communication in Chapter 1. Explain what intrapersonal communication, interpersonal communication, public communication, mass communication, and communication via social media are.

Answer: Intrapersonal communication is a process of “mental dialogue” or communication with ourselves. When we think about what we are perceiving, when we monitor and evaluate our own behaviors, when we plan a message, and when we form impressions of others’ messages, we are engaging in intrapersonal communication.

Interpersonal communication is the informal exchange of information between two or more people. Interpersonal communication can be dyadic in nature (e.g., communication with a friend), can be an interview situation (e.g., a structured and formal exchange of information between a small number of people), or can be a small group interaction (e.g., a group of students discussing how to solve a critical thinking problem).

Public communication occurs when information is transmitted from one person to a number of individuals who listen. The most widely used form of public communication is a speech. Examples of public communication are the Presidential Inaugural Address, a parent voicing a complaint to the local school board, or a student giving a presentation in class.

Mass communication is a type of communication transmitted via some kind of mechanic means, such as television, radio, Internet, etc. Additionally, mass communication allows a communicator to reach many locations from a single location.

Communication via social media is any communication transmitted through digital devices or platforms (iPhones, cell phones, BlackBerries, text messaging, Facebook, Twitter, and Skype). These technologies are often highly accessible and allow us to accomplish multiple objectives. Communication via social media allows people to have global “face-to-face conversations” with relatively inexpensive hardware and software.

Pages: 25–27; Difficulty: 1; Skill: Factual

- 3) Explain the seven concepts that help us distinguish social media from face-to-face communication. Provide an example of how the social media you use reflects these seven concepts.

Answer: *Interactivity refers to the ability of a communication tool to facilitate social interaction between groups or individuals. Social media offers new possibilities to remain connected and engaged with others. Temporal structure refers to the time it takes to send and receive messages. Social cues are the verbal and nonverbal features of a message that offer more information about the context, the meaning, and the identities of the involved parties. Replicability is when communication occurs in an environment that makes it easy to record and redistribute past messages. Storage allows messages to be digitally saved and made accessible to other people. Reach involves the ability to connect with individuals in local and long-distance places. Mobility is the extent to which a device is portable or stationary. Examples will vary.*

Pages: 27–30; Difficulty: 2; Skill: Applied

- 4) You attend a networking event sponsored by the career center on your campus. At the networking event you are introduced to Brendan, and you immediately “hit it off” with him. Does this meeting signal the “beginning” of your communication with Brendan? You should develop a clear answer to this question and explain your answer.

Answer: *No. Communication is a process that has no beginning or ending. Communication encounters take place within a “flow” of life. If you meet someone at a networking event, there are certain events that caused you to go to that networking event, some of which could have taken place years before (e.g., if the networking event focused on teaching jobs and you knew that you wanted to be a teacher since childhood). Although the actual verbal conversation with Brendan may have begun at the networking event, your communication with him is part of a never-ending (or beginning) process.*

Page: 15; Difficulty: 3; Skill: Applied

- 5) In our culture as well as the global culture, the study of changes in population trends and characteristics is called demography. Recent demographic trends indicate that the world in general, and the United States in particular, are experiencing rapid demographic changes. What are some of these demographic trends and how will they affect communication in the future? Provide examples to illustrate your answer.

Answer: *The United States is becoming more culturally diverse. One example of this trend is the fact that by the year 2020, 46 percent of those enrolled in American schools will be people of color. Moreover, many individuals enrolled in American schools will speak English as a second language. These trends will have dramatic effects on the ways we communicate with one another. For example, the infusion of other cultures will change our language system as well as the meaning we assign to various nonverbal behaviors.*

Pages: 13–14; Difficulty: 2; Skill: Conceptual