

Chapter 1

A First Look at Communication

- I—Recognize the meaning of a concept
- II—Remember something about a concept
- III—Apply a concept to a situation

MULTIPLE CHOICE

1. Given any typical day, how often does a person communicate? [p. 2, II]
 - a. roughly 15-20 times a day
 - b. *continually throughout the day
 - c. less than 5 times a day
 - d. roughly 100-200 times a day
 - e. roughly 200-300 times a day
2. Author Julia Wood mentions which of the following factors affect her point of view in the textbook? [pp. 2–3, II]
 - a. being a woman
 - b. her research and reading the research of others
 - c. being from a middle income family
 - d. being white
 - e. *all of these factors affect her point of view in the textbook
3. According to surveys of companies, the most important quality they look for in a job applicant is _____. [p.7, II]
 - a. technical skill
 - b. a degree from an accredited university
 - c. *the ability to communicate effectively
 - d. practical experience
 - e. a willingness to relocate
4. Communication skills are vital to civic life because _____. [pp. 8–10, II]
 - a. *our society is socially diverse in nature
 - b. personal disclosures are important
 - c. the connection between communication and identity
 - d. communication directly influences our well-being
 - e. all of the above are reasons why communication is vital to civic life

5. The process nature of communication means _____. [p.10, I]
 - a. a given interaction has a definite beginning and ending
 - b. what happens in one encounter has little impact on other encounters we have
 - c. communication rarely, if ever, changes
 - d. *our interactions with others are ongoing and dynamic
 - e. we can stop communicating
6. The statement that communication is systemic means that _____. [p. 11, I]
 - a. symbols construct our meanings
 - b. communication changes over time
 - c. there is a content level and a literal
 - d. it is studied in an organized manner
 - e. *the various parts affect each other
7. The openness of a system is _____. [p. 14, I]
 - a. the extent to which a system strives to sustain equilibrium
 - b. the extent of interaction within a system
 - c. *the extent to which a system affects and is affected by outside factors and processes
 - d. the extent of absolute balance in a system
 - e. the extent to which someone is willing to communicate
8. The literal meaning of a message is referred to as _____. [p. 13, I]
 - a. relational level of meaning
 - b. connotative level of meaning
 - c. bypassed meaning
 - d. *content level of meaning
 - e. inferential level of meaning
9. Symbols can be described as _____. [p. 13, I]
 - a. appropriate verbal and nonverbal behaviors
 - b. *abstract, arbitrary, and ambiguous representations of other things
 - c. a group of interrelated parts that affect one another
 - d. figures which cause absolute balance in a system
 - e. anything that interferes with the intended meaning of communication
10. Jane knocked on the door of her friend's house. She wanted to talk with her friend about a disagreement they had earlier in the day. When her friend answered the door, she said "May I come in? The content level of Jane's request was _____. [p. 15, III]
 - a. she found her friend approachable
 - b. * she wanted her friend's permission to enter
 - c. she was disappointed in her friend's action
 - d. she should have talked to her friend earlier
 - e. she will have a hard time talking to her about the issue

11. The most simplistic communication models are _____. [p. 14, II]
- a. transactional
 - b. interactional
 - c. *linear
 - d. bifocal
 - e. directional
12. The major distinction between the linear and interactive models of communication is _____. [p. 14, II]
- a. the linear model allows for the concept of noise interfering with communication
 - b. the interactive model includes both a source and receiver
 - c. the interactive model allows for the concept of noise interfering with communication
 - d. the linear model identifies a distinct message
 - e. *the interactive model includes feedback, or a response to the message
13. Bart tries to concentrate during a particularly difficult lecture, but finds that he is more focused on the instructor's unique dialect and delivery style. This is an example of _____. [p. 14, III]
- a. *noise
 - b. feedback
 - c. transaction
 - d. social diversity
 - e. both a and c
14. George Herbert Mead's statement that humans are talked into humanity means _____. [p. 5, II]
- a. people have to be calmed into acting with civility
 - b. *we gain our personal identity by interacting with others
 - c. by communicating people automatically become human
 - d. only humans can talk
 - e. none of the above
15. Communication in personal relationships _____. [pp. 6–7, II]
- a. helps solve problems
 - b. involves personal disclosures
 - c. sustains the daily rhythms of intimate connections
 - d. *all of the above
 - e. a and b
16. Communication is _____. [pp. 10–13, II]
- a. a process
 - b. systematic
 - c. symbolic
 - d. *all of the above
 - e. none of the above

17. The content level of meaning _____. [p. 13, II]
- is always verbal
 - is language
 - *is the literal message
 - is psychological
 - is cultural
18. The relationship level of meaning _____. [p. 13, II]
- is the connection between symbols and things
 - focuses on the meaning of sounds only
 - *expresses the relationship between communicators
 - is not a process
 - is only found in verbal expression
19. Harold Laswell constructed a(n) _____ model of communication. [p. 14, I]
- circular
 - cubic
 - qualitative
 - *linear
 - reified
20. Wilbur Schramm constructed a(n) _____ model of communication. [pp. 14–15, I]
- round
 - flat
 - *interactive
 - proactive
 - deterministic

TRUE/FALSE

1. People who communicate well have an advantage in their personal, social, and professional life. [pp. 5–8, II] T
2. Communicating with other people promotes personal health. [p. 5, II] T
3. Communication is vital for maintaining civic engagement in societies, unless they are democratic and pluralistic. [pp. 8–9, II] F
4. In communication systems all parts of a system interact and affect each other. [pp. 11, II] T
5. Homeostasis is a state of equilibrium with a system. [p. 12, I] T
6. A living system can sustain absolute equilibrium. [p. 12, II] F

7. We have direct access to the thoughts and feelings of those with whom we communicate. [p. 13, II] F
8. Linear models capture the process character of communication. [p. 14, II] F
9. In the transactional model of communication, each person participates simultaneously as a sender and receiver of messages. [p. 15-16, I] T
10. Communication research is a vital and growing field of work. [p. 16, II] T

IDENTIFICATION

1. The abstract, arbitrary, and ambiguous representations we use to represent our experience are _____. [p. 13, I]
symbols
2. _____ is anything that interferes with the intended meaning of communication. [p. 14, I]
noise
3. The earliest models of communication which described communication as one-way, are known as _____ models. [p. 14, II]
linear
4. _____ is the response we have to a message. [p. 14, I]
feedback
5. The _____ model of communication best represents communication as a shared and complex process. [p. 15-16, I]
Transactional
6. A process is _____ and _____. [p. 10, I]
ongoing; dynamic
7. A _____ consists of interrelated parts that affect one another. [p. 11, I]
system
8. _____ is the extent to which a system affects and is affected by outside factors and processes. [p. 12, I]
openness
9. Systems seek a state of equilibrium, or _____. [p. 12, I]
homeostasis

10. Abstract, arbitrary, and ambiguous representations of other things are _____. [p. 13, I]
symbols

ESSAY

1. Define communication. Identify and describe the four key features of communication.
2. According to Wood, the study of communication is valuable for four major reasons. Identify and describe each of them.
3. Define the content and relational levels of meaning in communication. Provide an example of each level of meaning and explain how they work together.
4. Compare and contrast the three generations (or types) of models of communication discussed in Chapter One. State which model you think is best and explain your reasons for your choice.
5. Chapter One defined communication as systemic. Explain what this means and why it is important for thinking about interaction in a socially diverse society. Provide concrete examples of system principles you discuss in your response.