|  |
| --- |
| **Test Bank Chapter 1: Foundations of Human Communication** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 1. **Multiple Choice**  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | | **TB\_Q1.01 As the text relates, leaders of major corporations believe that \_\_\_\_\_ is the most important skill for workers to have.** | | |  | |  | | |  |  | | --- | --- | | a. | accuracy | | b. | determination | | c. | verbalizing | | d. | listening | | |  | | | **Answer:** d  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.02 The process of acting upon information is the definition of \_\_\_\_\_.** |
|  |  | |  |  | | --- | --- | | a. | intrapersonal communication | | b. | communication | | c. | interpersonal communication | | d. | human communication | |
|  | | **Answer:** b  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | **TB\_Q1.03 In the textbook, the primary distinction between the definition of communication and human communication involves \_\_\_\_\_.** |
|  | |  | |  |  | | --- | --- | | a. | acting upon information | | b. | managing relationships | | c. | interacting simultaneously | | d. | making sense out of the world | |
|  | | | **Answer:** d  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | **TB\_Q1.04 Tonya shook her head in agreement and smiled when Steven suggested they go out for dinner. Tonya is using \_\_\_\_ to communicate her message.** |
|  | |  | |  |  | | --- | --- | | a. | transitions | | b. | imagination | | c. | symbols | | d. | signposts | | |
|  | | | **Answer:** c  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Understand the Concepts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.05 According to the textbook, in its broadest sense, communication is the process of which of the following?** | |
|  | |  | | |  |  | | --- | --- | | a. | thinking about information | | b. | sending information | | c. | acting on information | | d. | making sure grammar is correct | |
|  | | | **Answer:** c  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.06 According to the textbook, human communication is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of** **\_\_\_\_\_ messages.** | |
|  | |  | | |  |  | | --- | --- | | a. | verbal and nonverbal | | b. | symbolic | | c. | seen and heard | | d. | intrapersonal | |
|  | | | **Answer:** a  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.07 Kimesha listens privately to her iPod on the way to campus and wears her university T-shirt to class for her Friday lab. Kimesha is expressing her thoughts and feelings through which of the following?** | |
|  | |  | | |  |  | | --- | --- | | a. | music | | b. | art | | c. | clothing | | d. | hairdo | |
|  | | | **Answer:** c  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Understand the Concepts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.08 Even though Connor felt strongly about his position on the matter, he included all opposing views in his presentation because he knew his audience consisted of people who felt differently than he did. Connor is demonstrating the idea of being \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | other-oriented | | b. | self-oriented | | c. | unintentional | | d. | intentional | | |
|  | | | **Answer:** a  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Apply What You Know | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.09 Dr. Johnson posts an announcement on her course web page that she is administering an exam on Thursday. On Thursday, she is surprised to find that over half of her students either did not prepare for the exam or did not study the correct material. This misunderstanding illustrates what aspect of communication competence?** | |
|  | |  | | |  |  | | --- | --- | | a. | The message should be ethical. | | b. | Emotions are expressed unintentionally. | | c. | Communication is a linear process. | | d. | The message should achieve its intended effect. | |
|  | | | **Answer:** d  Learning Objective: LO 1.4 Describe three criteria that can be used to determine whether communication is competent.  Topic: Communication Competence  Difficulty Level: Moderate  Skill Level: Apply What You Know | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.10 Another word for decoding is \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | interpreting | | b. | speaking | | c. | creating | | d. | channeling | |
|  | | | **Answer:** a  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Understand the Concepts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.11 Noah is listening to Leah tell a story about what happened in class yesterday. The two are engaging in which actions?** | |
|  | |  | | |  |  | | --- | --- | | a. | Noahis encoding and Leah is decoding. | | b. | Noahand Leah are both encoding. | | c. | Noahis decoding and Leah is encoding. | | d. | Noahand Leah are both decoding. | | |
|  | | | **Answer:** c  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1.1-12 | |  |  | | --- | --- | | a. | receiver | | b. | feedback | | c. | noise | | d. | context |   **TB\_Q1.12 Prior to class, Ralitza received a phone message alerting her to call home immediately. As a result of receiving this message, Ralitza is unable to focus on the class discussion. Which component of the communication process does this describe?** |
|  | **Answer:** c  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Apply What You Know | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.13 The terms *feedback* and *context* are introduced in which of the communication models?** | |
|  | |  | | |  |  | | --- | --- | | a. | communication as action | | b. | communication as interaction | | c. | communication as reaction | | d. | communication as transaction | | |
|  | | | **Answer:** b  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.14 On the day Janet was scheduled to give her speech, her class was relocated into an auditorium. Janet couldn’t quite overcome the feeling of isolation she felt as she spoke to her twenty classmates in a room that could seat 500. Which of the following elements is most responsible for Janet’s reaction?** | |
|  | |  | | |  |  | | --- | --- | | a. | feedback | | b. | context | | c. | information source | | d. | channel | | |
|  | | | **Answer:** b  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Apply What You Know | | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.15 Jenny is speaking to Madina about her ideas for a speech. While Jenny is speaking, Madina simultaneously shakes her head and has a puzzled look on her face. Jenny notices this response and stops and explains her ideas in another way. This example is most closely related to which model of communication?** |
|  |  | |  |  | | --- | --- | | a. | communication as action | | b. | communication as feedback | | c. | communication as interaction | | d. | communication as transaction | | |
|  | | **Answer:** d  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Apply What You Know | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.16 The model of communication referred to as “human communication as action” may be summarized with the phrase \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | communication takes place when messages are sent and received | | b. | communication takes place only when messages are intentional | | c. | communication takes place when meanings are created and maintained | | d. | communication takes place when human beings are affected by each other | | |
|  | | | **Answer:** a  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.17 Billie received a series of email messages from an address with which she was not familiar. She tried to track down the sender, but could not determine who he or she was. The sender of these emails to Billie was using which characteristic of mediated communication?** |
|  |  | |  |  | | --- | --- | | a. | anonymity | | b. | personal appearance | | c. | distance | | d. | time | | e. | relationship | |
|  | | **Answer:** a  Learning Objective: LO 1.5 Describe the nature of communication in the 21st century.  Topic: Communication in the 21st Century  Difficulty Level: Moderate  Skill Level: Understand the Concepts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.18 When you use Facebook to send a message to a friend, you are utilizing \_\_\_\_\_ communication.** | |
|  | |  | | |  |  | | --- | --- | | a. | mass | | b. | moderated | | c. | presentational | | d. | mediated | | e. | printed | | |
|  | | | **Answer:** d  Learning Objective: LO 1.5 Describe the nature of communication in the 21st century.  Topic: Communication in the 21st Century  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.19 The fact that we communicate with others nonverbally, even when we may not intend to do so, demonstrates that communication is \_\_\_\_\_\_.** |
|  |  | |  |  | | --- | --- | | a. | inescapable | | b. | irreversible | | c. | plausible | | d. | controllable | | |
|  | | **Answer:** a  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Understand the Concepts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.20 Gilberto makes a negative comment about Kristen’s new haircut. He quickly recants saying, “I’m sorry, Kristen. You know I didn’t mean it.” Unfortunately, Kristen still feels hurt. This example demonstrates that communication is \_\_\_\_\_.** |
|  |  | |  |  | | --- | --- | | a. | inescapable | | b. | intentional | | c. | irreversible | | d. | complicated | | |
|  | | **Answer:** c  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Apply What You Know | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.21 Dean Barnlund suggested that when we communicate with one other person, there are at least six other “people” involved. This statement suggests that communication is \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | private | | b. | complicated | | c. | governed by rules | | d. | inescapable | | |
|  | | | **Answer:** b  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Apply What You Know | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.22 According to communication scholar Osmo Wiio, which of the following is true about communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | Communication cannot fail. | | b. | If a message can be understood in different ways, it will be understood in just the  way that does the least harm. | | c. | Clear communication will never be misinterpreted. | | d. | The more communication there is, the more difficult it is for communication to  succeed | | |
|  | | | **Answer:** d  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.23 The aspect of communication that focuses on WHAT is said, including new information, ideas, and suggested actions, is referred to as \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | content | | b. | relational | | c. | intention | | d. | implication | | e. | context | | |
|  | | | **Answer:** a  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.24 The aspect of communication that focuses on HOW something is said, and offers cues about the emotions, attitudes, and amount of power the speaker directs toward others, is describing the \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | content of the message | | b. | context of the message | | c. | interaction dimension | | d. | relationship dimension | | |
|  | | | **Answer:** d  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.25 After a few weeks in school, all students know that they should raise their hand if they want to speak in class. This is an example of what aspect of communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | context | | b. | rule | | c. | encoding | | d. | feedback | | |
|  | | | **Answer:** b  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.26 Patrick knows that when he wants to get a haircut, he needs to call ahead for an appointment. He knows this even though he has never been told directly. This example illustrates a(n) \_\_\_\_\_ rule.** | |
|  | |  | | |  |  | | --- | --- | | a. | explicit | | b. | implicit | | c. | content | | d. | relational | | |
|  | | | **Answer:** b  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.27 Which of the following is an example of intrapersonal communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | talking to a friend about biology class | | b. | telling your roommate about a personal problem | | c. | mentally reviewing what you have to do that day | | d. | ordering a pizza over the phone | | |
|  | | | **Answer:** c  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.28 Sondra is conscious of her tendency to be soft-spoken and withdrawn in communication situations. Based on this example, what characteristic of a competent communicator does Sondra have?** | |
|  | |  | | |  |  | | --- | --- | | a. | She effectively interprets verbal messages. | | b. | She appropriately adapts her communication. | | c. | She is aware of her own communication. | | d. | She listens and responds thoughtfully. | | |
|  | | | **Answer:** c  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Moderate  Skill Level: Apply What You Know | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.29 Language is defined as consisting of \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | symbols and sounds | | b. | rules and sounds | | c. | context and rules | | d. | symbols and rules | | |
|  | | | **Answer:** d  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.30 According to the textbook, which of the following statements is most accurate about nonverbal communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | Cultural differences have little impact on the way we interpret nonverbal messages. | | b. | People are more likely to believe your verbal communication than your nonverbal. | | c. | Nonverbal messages have a clear-cut beginning and ending point. | | d. | Nonverbal messages may be intentional or unintentional. | | |
|  | | | **Answer:** d  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | **TB\_Q1.31 Which of the following statements is accurate concerning listening?** |
|  | |  | |  |  | | --- | --- | | a. | Psychological noise helps make effective listening possible. | | b. | Listening is primarily a passive task. | | c. | Listening is the easiest communication skill to develop. | | d. | Effective listeners are other-oriented. | | |
|  | | | **Answer:** d  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.32 Kara’s friend states that she did not understand what Kara meant by her previous statement. Kara restates her message by giving an example that is personally relevant to her friend. Kara’s behavior *best* illustrates which of the principles of communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | effectively using and interpreting nonverbal messages | | b. | appropriately adapting your messages to others | | c. | being aware of your communication | | d. | effectively adapting to the context of the communication | | |
|  | | | **Answer:** b  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.33 Which of the following concepts is included in the definition of interpersonal communication as discussed in the textbook?** | |
|  | |  | | |  |  | | --- | --- | | a. | managing relationships | | b. | impersonal | | c. | one-to-many | | d. | common goal | | |
|  | | | **Answer:** a  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.34 Which of the following is an attribute of interpersonal communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | Interpersonal communication is linear. | | b. | Interpersonal communication is a monologue. | | c. | Interpersonal involves responding to people’s roles. | | d. | Interpersonal communication involves mutual influence. | | |
|  | | | **Answer:** d  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.35 Which of the following could be *best* described as an example of impersonal communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | asking the teller at the bank to cash a check | | b. | discussing skydiving with your English professor after class | | c. | reviewing your notes for your history exam | | d. | talking to your best friend about your job interview | | |
|  | | | **Answer:** a  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.36 The textbook describes small group communication as a transactional process among three to fifteen people who \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | meet often | | b. | work in the same context | | c. | are “in sync” with each other | | d. | share a common goal | | |
|  | | | **Answer:** d  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | **TB\_Q1.37 Which of the following is an example of presentational communication?** |
|  | |  | |  |  | | --- | --- | | a. | a radio talk show | | b. | Oprah Winfrey delivering a graduation speech | | c. | a faculty awards committee meeting to select scholarship recipients | | d. | muttering to yourself as you study your French | | |
|  | | | **Answer:** b  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Moderate  Skill Level: Apply What You Know | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.38 Ted is a communication researcher working at a local hospital. He studies how patients and their nurses and doctors communicate. He also studies how the hospital communicates about its new weight loss campaign, “Drop It!” Ted is directly involved in researching which area of communication?** | |
|  | |  | | |  |  | | --- | --- | | a. | team communication | | b. | small group communication | | c. | health communication | | d. | mediated communication | | |
|  | | | **Answer:** c  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Moderate  Skill Level: Apply What You Know | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | | **TB\_Q1.39 Aristotle’s definition of rhetoric is based on \_\_\_\_\_.** | |
|  | |  | | |  |  | | --- | --- | | a. | the process of discovering the available means of persuasion in a given situation | | b. | the use of gimmicks to get what you want | | c. | another term for public communication | | d. | the process of learning about language and symbols through nonverbal cues | | |
|  | | | **Answer:** a  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Moderate  Skill Level: Understand the Concepts  **TB\_Q1.40 When a speaker adjusts what is being communicated as a response to the actions of listeners, that speaker is \_\_\_\_ the message.**   1. adapting 2. symbolizing 3. following 4. describing   **Answer:** a  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Moderate  Skill Level: Understand the Concepts | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 1. **True/False**  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.41 Personnel managers cite oral communication skills as a top factor in helping graduating college students obtain employment.** | |  | | **Answer:** true  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Easy  Skill Level: Remember the Facts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.42 When seeking employment, it is good to know that the top-ranked factor that human resources professionals desire in applicants is the ability to have experience in resumé writing.** | |  | | **Answer:** false  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Easy  Skill Level: Remember the Facts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.43 According to research cited in the textbook, communication plays a role in maintaining your emotional, but not your physical health.** | |  | | **Answer:** false  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.44 According to the textbook, a characteristic of competent communication is to achieve a common understanding of the message.** |
|  | | **Answer:** true  Learning Objective: LO 1.4 Describe three criteria that can be used to determine whether communication is competent.  Topic: Communication Competence  Difficulty Level: Easy  Skill Level: Remember the Facts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.45 The other-oriented perspective is essential for a message to achieve its desired effect.** |
|  | | **Answer:** true  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.46 Context refers to the beliefs, values, and moral principles by which we determine what is right or wrong.** |
|  | | **Answer:** false  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.47 Brad is angry with Angie, so while she tells him why she wants to go out to a specific restaurant for dinner, he sits perfectly still and makes no eye contact with her. In these ways, Brad is able to confuse Angie by not sending any feedback to her.** |
|  | | **Answer:** false  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Hard  Skill Level: Apply What You Know | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.48 Worrisome thoughts that prevent a person from concentrating on what another person is saying are an example of literal noise.** |
|  | | **Answer:** false  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.49 According to the textbook, the key problem with the “communication as action” model of communication is that it overlooks the various channels of communication.** |
|  | | **Answer:** false  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.50 The simultaneous nature of communication is not considered in the “communication as transaction” model.** |
|  | **Answer:** false  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.51 When Filiberto returns home from his classes, he finds that there are three emails from his friend Paolo that were sent at various times. These emails illustrate that mediated communication is synchronous.** |
|  | | **Answer:** false  Learning Objective: LO 1.5 Describe the nature of communication in the 21st century.  Topic: Communication in the 21st Century  Difficulty Level: Medium  Skill Level: Understand the Concepts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.52 The relationship dimension of a message offers cues about the amount of power and control the speaker directs toward the other person involved in the communication.** |
|  | | **Answer:** true  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Medium  Skill Level: Understand the Concepts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.53 Encoding occurs when the receiver interprets words and unspoken signals.** |
|  | | **Answer:** false  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.54 A nonverbal message may contradict a person’s verbal message.** |
|  | | **Answer:** true  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.55 You spend more time listening than performing any other communication activity.** |
|  | **Answer:** true  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Easy  Skill Level: Remember the Facts | | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.56 When there is a contradiction between what is being said and what is being done, verbal messages are more believable than nonverbal messages.** |
|  | | **Answer:** false  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Medium  Skill Level: Understand the Concepts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.57 Adapting your message to a listener means you tell them exactly what they want to hear.** |
|  | | **Answer:** false  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.58 According to the textbook, an important aspect of a successful group is having a sense of belonging among its members.** |
|  | | **Answer:** true  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.59 Rhetoric refers to the process of using symbols to influence or persuade.** |
|  | | **Answer:** true  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.60 Speaking in front of a large audience is an example of intrapersonal communication.** |
|  | | **Answer:** false  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Medium  Skill Level: Understand the Concepts | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 1. **Short Answer**  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.61 List and explain the three reasons why we study communication as outlined in the text.** | |  | | **Answer:** It is important to study communication in order to improve employability, improve relationships, and improve physical and emotional health. A survey shows that personnel managers consider communication skills the top factor in graduating college students obtaining employment.  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Easy  Skill Level: Remember the Facts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.62 What are some types of symbols and how are they used in communication?** | |  | | **Answer:** Symbols can be words, sounds, gestures, or visual images that represent thoughts, concepts, objects, and experiences. A person’s clothing and expressions can relate their attitude to others.  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Moderate  Skill Level: Apply What You Know | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.63 What three criteria should be used to judge communication competence?** | |  | | **Answer:** The message should be understood as it was intended. The message should achieve the intended effect of the communicator. The message should be ethical.  Learning Objective: LO 1.4 Describe three criteria that can be used to determine whether communication is competent.  Topic: Communication Competence  Difficulty Level: Easy  Skill Level: Remember the Facts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.64 Explain the concept that meaning is co-created.** | |  | | **Answer:** According to the textbook, all individuals involved in the communication process shape how a message is understood by drawing on their own experiences to make sense of the message. The meaning comes from the hearts and minds of both the sender and receiver of the message rather than just one or the other.  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Apply What You Know | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.65 Explain the criteria for ethical communication by defining ethics and explaining some sources for ethical views.** | |  | | **Answer:** Because communication can be used for either honorable or dishonorable objectives, the authors of the textbook feel that effective communication should go beyond being understood and accomplishing one’s goals. So, an effective message should also be ethical. Ethics are the beliefs, values, and moral principles by which we determine what is right or wrong. Precepts for ethical behavior are communicated through philosophy and religion as well as professional codes of ethical behavior.  Learning Objective: LO 1.4 Describe three criteria that can be used to determine whether communication is competent.  Topic: Communication Competence  Difficulty Level: Medium  Skill Level: Apply What You Know | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.66 Explain the concept of feedback. What are some possible sources for feedback?** | |  | | **Answer:** The communication as interaction model adds the component of feedback which is the response to the message. Without feedback, communication is less likely to be effective. Feedback is the response to a message and can be intentional (a verbal response such as a question or paraphrase or nonverbal response such as applause or a head nod) or unintentional (such as blushing or a yawn or sigh).  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.67 Explain and give an example of what is meant by the term “context.”** | |  | | **Answer:** Context is the environment in which a communication interaction takes place. It may either be a physical environment, such as the room you are in; an historical environment, such as your past relationships and culture, or a psychological environment, which would be what is going on in the minds of the communicators.  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Understand the Concepts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.68 Explain the basic difference between the interaction and transaction models of communication.** | |  | | **Answer:** While it does add the elements of feedback and context, the interaction model of communication is still a linear, step-by-step process. On the other hand, the communication as transaction model acknowledges that when we communicate with another, we are constantly reacting to what our partner is saying and expressing. Interaction is simultaneous. Meaning is created on the basis of mutual, concurrent sharing of ideas and feelings.  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Medium  Skill Level: Apply What You Know | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.69 Briefly list and explain the three communication contexts discussed in the text.** | |  | | **Answer:** Interpersonal communication is simultaneous communication with another person in an attempt to mutually influence one another in order to manage relationships. Small-group communication is interaction among a group of three to fifteen people who share a common purpose, feel a sense of belonging, and exert influence upon one another. Presentational communication occurs when a speaker addresses an audience in person for the purpose of informing, persuading, or entertaining.  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Easy  Skill Level: Remember the Facts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.70 Illustrate the concept of impersonal communication.** | |  | | **Answer:** Impersonal communication occurs when people are spoken to as objects that respond only to their roles. For example, when you ask for a glass of water at a restaurant, it is a form of impersonal communication.  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Medium  Skill Level: Understand the Concepts | |   **1.4 Fill-in-the-Blank**   |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.71 The process of acting on information is known as \_\_\_\_\_.** | |  | | **Answer:** communication  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.72 The early models of communication viewed it as a transfer or \_\_\_\_\_ of information.** | |  | | **Answer:** exchange  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Easy  Skill Level: Remember the Facts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.73 The written, spoken, and unspoken elements of communication to which we assign meaning are called \_\_\_\_\_.** | |  | | **Answer:** messages  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Easy  Skill Level: Remember the Facts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.74 Thoughts, worries, and feelings that distract us from the communication process are called \_\_\_\_\_.** | |  | | **Answer:** psychological noise  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Easy  Skill Level: Remember the Facts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.75 The communication as interaction perspective added two dimensions to the study of communication that were not a part of the communication as action model. Those two are \_\_\_\_\_, which is a response to a message, and \_\_\_\_\_, which is the communication environment.** | |  | | **Answer:** feedback; context  Learning Objective: LO 1.3 Explain three models of communication.  Topic: Communication Models  Difficulty Level: Moderate  Skill Level: Understand the Concepts |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.76 \_\_\_\_\_ communication often occurs when a time delay occurs between the sending of an email message and the receipt or reading of that message.** | |  | | **Answer:** Asynchronous  Learning Objective: LO 1.5 Describe the nature of communication in the 21st century.  Topic: Communication in the 21st Century  Difficulty Level: Moderate  Skill Level: Understand the Concepts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.77 Rules that are not specifically spelled out are called \_\_\_\_\_ rules.** | |  | | **Answer:** implicit  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.78 A followable prescription that indicates what behavior is obligated, expected, preferred, or prohibited in a specific situation is a \_\_\_\_\_.** | |  | | **Answer:** rule  Learning Objective: LO 1.2 Define communication and describe five characteristics of the communication process.  Topic: The Communication Process  Difficulty Level: Easy  Skill Level: Remember the Facts | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.79 Communication that occurs within yourself is referred to as \_\_\_\_\_ communication.** |
|  | | **Answer:** intrapersonal  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.80 To be \_\_\_\_\_ is to consider the needs, motives, desires, and goals of our communication partners while still maintaining our integrity.** |
|  | | **Answer:** other-oriented  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.81 Small group communication via a webinar is an example of \_\_\_\_\_ communication.** |
|  | | **Answer:** virtual  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Medium  Skill Level: Understand the Concepts |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1.5 Essay Questions**   |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.82 Explain why it is useful to study interpersonal communication. Use examples taken from the life of a typical college student to illustrate the points you make.** | |  | | **Answer:** Studying interpersonal communication may help us improve our relationships with family, friends, and colleagues, and improve our own physical and mental health. The communication of our family helps to shape our self-concept and to influence how we interact with others. If our parents have been patient and supportive, we will likely have a positive self-concept and treat others with patience and support. Outside of our family, developing friendships and loving relationships with others is a major source of satisfaction and happiness for the individual. Friends and lovers can help us weather stressful situations and provide guidance in times of decision. Being able to establish supportive and caring relationships with others is vital to our overall well-being. Even though we do not always have a choice in our professional relationships, we can help to improve those relationships to make our jobs easier. Effective interpersonal communication can help us manage conflict, improve problem solving, and generate a less stressful environment. We also know that loneliness can have disastrous effects on a person’s health. People who feel alone and alienated are more prone to stress-related diseases, depression, and even death. Strong relationships with caring partners can improve one’s physical and mental health. The study of communication can also improve our employability.  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Difficult  Skill Level: Analyze It |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.83 Discuss ways in which communication can be an important factor in the improvement of our health.** | |  | | **Answer:** Having a social support system, good friends and supportive family members, seems to make a difference in our overall health and quality of life. The separation from a romantic partner through death or divorce can contribute to serious illnesses; opportunities for intimacy and stress-managing communication are diminished without companions and close friends. Clearly, having a social support system through effective communication can lead to improved health.  Learning Objective: LO 1.1 Explain why it is important to study communication.  Topic: Why Study Communication?  Difficulty Level: Difficult  Skill Level: Analyze It |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.84 Compare and contrast the three models of communication presented in the textbook: communication as action, communication as interaction, communication as transaction. Explain the basic components of each model and identify how each model is different and/or more realistic than the other models.** | |  | | **Answer:** The communication as action model is composed of a source or the originator of a thought or emotion who encodes a message and sends it to the receiver via a channel. This message may encounter noise or interference that may prevent clear understanding. The receiver decodes the message by trying to make sense out of it. Interpretation of the message may be affected by literal or psychological noise. The communication as action model is flawed because it views communication as a linear input/output process. It does not take into account that the receiver may or may not understand the message the way the source intended. Essentially, the source transfers the message into the receiver without regard for the receiver’s level of understanding. The model does not account for the complexity of the communication process.  The communication as interaction model is similar to the communication as action model, but it adds the concepts of feedback and context. Feedback is the response to a message. Context is the physical and psychological environment in which the communication occurs. Unlike the communication as action model, this model allows the receiver to respond to the message to ensure that mutual understanding has occurred. While this model appears to take into account all the factors in communication, it fails to acknowledge the fact that communication is a simultaneous process with both senders and receivers simultaneously encoding and decoding messages rather than in a step-by-step linear process.  The communication as a transaction model again not only takes into account all the concepts of the previous two models, but also acknowledges that we are constantly reacting to what our communication partner is saying. In other words, we send and receive messages simultaneously. Both communication partners work together to clarify and co-create meaning. This is the most accurate description of human communication.  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Difficult  Skill Level: Analyze It |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.85 Discuss types of noise and relate how noise creates interference in communication.** | |  | | **Answer:** Noise is interference, either literal or psychological that hinders the accurate encoding or decoding of a message.Without noise, all our messages would probably be accurate, but noise is always present. For example, literal noise can be a loud air-conditioning unit in the room where communication is taking place, or it can be psychological noise such as being distracted by competing thoughts and worries. All forms of noise interfere with communication and may even distort it.  Learning Objective: LO 1.3 Explain three communication models.  Topic: Communication Models  Difficulty Level: Difficult  Skill Level: Analyze It |  |  |  |  | | --- | --- | --- | |  |  | **TB\_Q1.86 Discuss and explain the three criteria associated with communication competence.** | |  | | **Answer:** There are three criteria assigned to communication competence—the ability to communicate successfully. The first refers to the idea that the message should be understood as the communicator intended it to be understood. There should be a common understanding between the sender and the receiver. Message clarity adds to these criteria. Special note should be given to communication involving cultures that vary from the speaker’s own.  The second criterion focuses on the idea that the message should achieve its intended effect. In other words, the message should be intentional. The speaker should communicate for a specific purpose: to achieve a goal or to accomplish something.  Finally, the third criterion is that the message should be ethical. The text defines ethics as the beliefs, values, and moral principles by which we determine what is right or wrong. Philosophers have long-debated the concept of a universal moral and ethical code. Most ethical codes are based on the various religions. From these, humans must develop an ethical code to guide their interactions with others.  Learning Objective: LO 1.4 Describe three criteria that can be used to determine whether communication is competent.  Topic: Communication Competence  Difficulty Level: Difficult  Skill Level: Analyze It | |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.87 Explain what it means to be “other-oriented” and why you should be other-oriented.** |
|  | | **Answer:** According to the text, when you are other-oriented, you consider the needs, motives, desires, and goals of your communication partners while still maintaining your own integrity. The choices you make in both forming the message and selecting when to share it should take into consideration your partner’s thoughts and feelings. Communication can be more effective when we are less self-focused and consider the thoughts and feelings of the other person.  Learning Objective: LO 1.7 List and explain five fundamental principles of communication.  Topic: Communication Principles for a Lifetime  Difficulty Level: Difficult  Skill Level: Analyze It |

|  |  |  |
| --- | --- | --- |
|  |  | **TB\_Q1.88 Compare and contrast the differences between impersonal and interpersonal communication.** |
|  | | **Answer:** Interpersonal communication is a particular type of human communication that focuses on simultaneous interaction between people in relationships in which they attempt to mutually influence one another, usually for the purpose of managing their relationship. For example, a discussion between best friends about the state of their friendship would be an interpersonal exchange. Impersonal communication is the type of communication that occurs when we treat others as objects or that responds only to the role the person is playing. When you order pizza, you are communicating on an impersonal level.  Learning Objective: LO 1.6 Identify and explain three communication contexts.  Topic: Communication Contexts  Difficulty Level: Difficult  Skill Level: Analyze It |