Test Bank for Our Communication Our World 1 1 An Introduction to Communication Studies 1st Jones

ccess Complete Test Bank for Our Communication Our World 1 1 An Introduction to Communication Studies 1st Jon

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Published by:
FlatWorld
175 Portland Street
Boston, MA 02114

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Chapter 2 Test Bank—Communication Processes and Principles

TRUE/FALSE

1. Noise only affects one participant at a time during the communication process.
   ANS: F DIF: Moderate MSC: Comprehension

2. The interaction model of communication includes participants who alternate between sender and receiver throughout the communication process.
   ANS: T DIF: Easy MSC: Knowledge

3. Psychological contexts include size, layout, and temperature of space.
   ANS: F DIF: Easy MSC: Knowledge

4. Communication helps construct our realities.
   ANS: T DIF: Easy MSC: Comprehension

5. Both semantic noise and environmental noise interfere with messages being accurately received and decoded.
   ANS: T DIF: Easy MSC: Knowledge

6. The only difference between the transaction model of communication and the interaction model of communication is the role of sender and receiver.
   ANS: F DIF: Moderate MSC: Comprehension

7. Models of communication simplify the process and allow us to apply communication concepts more easily to an interaction.
   ANS: T DIF: Easy MSC: Comprehension

8. Communication meets psychological, instrumental, relational, and academic needs.
   ANS: F DIF: Easy MSC: Knowledge

9. People with good interpersonal communication skills are better able to adapt to stress and have less depression and anxiety.
   ANS: T DIF: Easy MSC: Comprehension

10. Communication is repeatable and reversible.
    ANS: F DIF: Easy MSC: Comprehension

11. The author believes that messages must be intentional and perceived in order for them to "count" as communication.
    ANS: F DIF: Moderate MSC: Comprehension

12. All stages of communication competence involve conscious thought about one's communication.
    ANS: F DIF: Easy MSC: Knowledge

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13. Age, maturity, and ability to communicate are physiological characteristics that may affect one's ability to communicate competently.
ANS: T DIF: Easy MSC: Knowledge

14. Communication competence is not related to communication ethics.
ANS: F DIF: Easy MSC: Knowledge

15. Many years of developing communication competence will allow you to communicate mindfully and effectively in all situations.
ANS: F DIF: Easy MSC: Knowledge

16. Speaking anxiety is a natural feeling that can have positive effects.
ANS: T DIF: Easy MSC: Knowledge

MULTIPLE CHOICE

1. Models allow us to:
   a. See specific concepts and steps within the communication process
   b. Define communication
   c. Apply communication concepts
   d. Think more deliberately through communication encounters
   e. All of the above
   ANS: E DIF: Moderate MSC: Comprehension

2. The transmission model of communication describes communication as a _____ process in which a sender intentionally transmits a message to a receiver.
   a. One-way linear
   b. Perpetual
   c. Two-way reciprocal
   d. Circular
   e. None of the above
   ANS: A DIF: Easy MSC: Knowledge

3. In communication, feedback:
   a. Includes messages sent in response to other messages
   b. Can be sent verbally or nonverbally
   c. Occurs after the communication process
   d. All of the above
   e. Both a and b
   ANS: E DIF: Moderate MSC: Comprehension

4. The interaction model of communication:
   a. Describes communication as a process in which participants alternate positions as sender and receiver

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b. Includes participants who generate meaning by sending messages and receiving feedback
c. Includes messages and feedback with physical and psychological contexts
d. All of the above
e. Both a and c

ANS: D DIF: Easy MSC: Comprehension

5. Which of the following is not a part of cultural context?
   a. Race
   b. Gender
   c. Nationality
   d. Norms for interaction
   e. All of the above are part of cultural context

   ANS: E DIF: Moderate MSC: Comprehension

6. Which of the following could create semantic noise during a communication encounter?
   a. Fire alarm going off
   b. Scientific jargon
   c. Stress about an upcoming exam
   d. Words in another language
   e. Both b and d

   ANS: E DIF: Moderate MSC: Comprehension

7. Which of the following would not be a component of relational context?
   a. How long we've known someone
   b. The gender identities of the participants
   c. The type of relationship
   d. All of the above are part of relational context
   e. Both b and c

   ANS: B DIF: Easy MSC: Comprehension

8. Which communication model would apply to the following scenario? Bob sends a message to Cindy. Cindy receives the message and sends a reply message to Bob. Bob receives the reply message from Cindy.
   a. Interaction Model
   b. Transmission Model
   c. Transaction Model
   d. Both a and c
   e. None of the above

   ANS: A DIF: Easy MSC: Application

9. Which of the following is not a part of civic engagement?
   a. Getting a college degree
   b. Serving on a community advisory board
   c. Running for public office
   d. Starting a petition to fund a "no kill" animal shelter

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e. Volunteering at the local food bank
ANS: A DIF: Easy MSC: Comprehension

10. _____ include needs that keep our bodies and minds functioning.
a. Psychological needs
b. Superficial needs
c. Exterior needs
d. Physical needs
e. Internal needs
ANS: D DIF: Easy MSC: Knowledge

11. Instrumental needs help us:
a. Get things done
b. Influence others
c. Get support
d. Get information
e. All of the above
ANS: E DIF: Easy MSC: Knowledge

12. Communication is guided by:
a. Culture
b. Context
c. Civic engagement
d. Both a and b
e. Both a and c
ANS: D DIF: Easy MSC: Comprehension

13. Culture influences communication in which of the following ways?
a. Definitions of communication
b. Our ability to communicate
c. How we learn to communicate
d. Both a and c
e. None of the above
ANS: D DIF: Moderate MSC: Comprehension

14. _____ refers to scripted and routine verbal interactions that are intended to establish social bonds rather than actually exchange meaning.
a. Phatic communication
b. Phatic norm
c. Phatic communion
d. Phatic need
e. Phatic ethic
ANS: C DIF: Easy MSC: Knowledge

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15. _____ encourages learners to reflect on how the content they are learning connects to other classes they have taken, their professional goals, and their civic responsibilities.
    a. External learning
    b. Internal learning
    c. Integrative learning
    d. Academic learning
    e. None of the above
    ANS: C DIF: Easy MSC: Knowledge

16. Listening, writing, motivating/persuading, interpersonal skills, informal interviewing, and small group problem solving are all:
    a. Skills necessary for functioning in entry-level jobs
    b. Skills necessary to enter college
    c. Skills necessary for functioning in speech class
    d. Internal skills learned from communication
    e. External skills learned from communication
    ANS: A DIF: Easy MSC: Knowledge

17. Andrea wanted Toby to assist her with planning the awards ceremony for their student organization. In order to get Toby to agree to help, Andrea offered to nominate him for the awards committee for the following year. What did Andrea use to get Toby to cooperate?
    a. Public speaking skills
    b. Coercion techniques
    c. Relational needs
    d. Compliance-gaining techniques
    e. Both b and d
    ANS: D DIF: Easy MSC: Application

18. A higher degree of conscious thought and intention doesn't necessarily mean the communication will be:
    a. Relayed, decoded, and responded
    b. Effective, understood, or ethical
    c. Cooperative, coordinated, and complied
    d. Coercive, persuasive, or rhetorical
    e. None of the above
    ANS: B DIF: Moderate MSC: Comprehension

19. _____ can occur regardless of the degree of conscious thought and intention put into a message.
    a. Competence
    b. Miscommunication
    c. Error
    d. Incompetence
    e. None of the above

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ANS: B DIF: Easy MSC: Knowledge

20. A generic greeting is classified as:
    a. Highly conscious thought
    b. Understood
    c. Intrapersonal communication
    d. Phatic communion
    e. Public communication
    ANS: D DIF: Easy MSC: Comprehension

21. Which of the following is an example of a concern in communication ethics?
    a. Hurtful speech
    b. Long-term consequences
    c. Allowing dissenting voices to be heard
    d. All of the above
    e. None of the above
    ANS: D DIF: Easy MSC: Comprehension

22. Which of the following are examples of compliance-gaining techniques?
    a. Using expertise
    b. Esteem
    c. Hiding
    d. None of the above
    e. Both a and b
    ANS: E DIF: Easy MSC: Comprehension

23. Symbolic communication is:
    a. Static and rigid
    b. Not influenced by context
    c. Predictable and reliable
    d. Negotiated and dynamic
    e. All of the above
    ANS: D DIF: Moderate MSC: Comprehension

24. Which of the following aid(s) in socializing us into communicating in particular ways?
    a. Norms and rules
    b. Psychological traits
    c. Nature
    d. Both a and c
    e. Both a and b
    ANS: A DIF: Moderate MSC: Comprehension

25. An example of unethical communication could be:
    a. Freedom of speech
    b. Hate speech
    c. Blaming consequences on others

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d. All of the above
e. Both b and c
ANS: E DIF: Easy MSC: Comprehension

26. Which of the following is not one of the components of communication competence?
a. Communication ethics
b. Knowledge
c. Adaptability
d. Ability to use
e. All of the above are part of communication competence
ANS: A DIF: Easy MSC: Comprehension

27. Perceptions of communication competence can be affected by:
a. Race
b. Status
c. Gender
d. All of the above
e. None of the above
ANS: D DIF: Easy MSC: Comprehension

28. Which of the following competencies should college graduates be able to do according to NCA?
a. Manage conflict
b. Communicate ethically
c. Identify and manage misunderstandings
d. Be open-minded
e. All of the above
ANS: E DIF: Easy MSC: Comprehension

29. _____ involves knowledge, motivation, and skills.
a. Competence
b. Communication
c. Cooperation
d. Creativity
e. All of the above
ANS: A DIF: Easy MSC: Comprehension

30. What type of competence/incompetence is displayed in the following scenario? Jacob knows he is a skilled communicator, but he is too lazy to put any effort into trying to communicate with his classmates.
a. Conscious competence
b. Conscious incompetence
c. Unconscious competence
d. Unconscious incompetence
e. None of the above
ANS: B DIF: Easy MSC: Application

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31. Which of the following can help reduce speaking anxiety?
    a. Drinking alcohol to lower inhibitions
    b. Practicing your speech for your cat
    c. Looking the part by dressing appropriately
    d. Ignoring your feelings of anxiety
    e. None of the above
    ANS: C DIF: Easy MSC: Comprehension

32. Diana is about to give a persuasive speech on creating a community garden. She notices as it gets closer to her time to present, she feels lightheaded, her heart is beating very quickly, and her palms are sweating. What might be affecting Diana?
    a. Rhetorical anxiety
    b. The flu
    c. Public speaking anxiety
    d. Senioritis
    e. All of the above
    ANS: C DIF: Easy MSC: Application

33. Which of the following statements about communication apprehension is not true?
    a. Public speaking anxiety is a specific form of communication apprehension.
    b. Although communication apprehension is very common, it is typically only addressed in communication classes.
    c. Communication apprehension can lead to lower classroom achievement for students.
    d. Communication apprehension affects only a small percentage of the population.
    e. All of the above statements are true.
    ANS: D DIF: Easy MSC: Comprehension

34. Which of the following can be considered communication goals?
    a. Being open-minded
    b. Ignoring others
    c. Developing attentive listening skills
    d. Both b and c
    e. Both a and c
    ANS: E DIF: Easy MSC: Comprehension

35. Becoming a more mindful communicator has many benefits including:
    f. Achieving communication goals
    g. Being able to ignore other perspectives
    h. Learning not to ask questions when something is unclear
    i. Avoiding stereotypical thinking
    j. Both a and d
    ANS: E DIF: Easy MSC: Comprehension

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COMPLETION

1. Communication is a _____, which makes it difficult to determine where or with whom a communication encounter starts and ends.
   ANS: process DIF: Easy MSC: Comprehension

2. While communication can be sent and received using any sensory route, most communication occurs through _____ and/or auditory channels.
   ANS: visual DIF: Easy MSC: Comprehension

3. Environmental noise is any physical noise present in a communication encounter, while _____ noise refers to noise that occurs in the encoding and decoding process when participants do not understand a symbol.
   ANS: semantic ANS: Easy MSC: Knowledge

4. The desire to study and question _____ may stem from an anxiety that people have about the seeming loss or devaluing of face-to-face (FtF) communication.
   ANS: Computer-mediated communication or CMC DIF: Moderate MSC: Comprehension

5. Although this seems like a perceptible and deliberate process, we alternate between the roles of _____ very quickly and often without conscious thought.
   ANS: sender and receiver DIF: Moderate MSC: Comprehension

6. In the _____ model of communication, the sender and receiver send messages and receive feedback within physical and psychological contexts.
   ANS: interaction DIF: Easy MSC: Knowledge

7. The _____ model of communication adds social, relational, and cultural contexts, which allows the model to more fully capture the complexity of communication interactions.
   ANS: transaction DIF: Easy MSC: Knowledge

8. Smiling, nodding, and shaking your head are examples of _____ feedback.
   ANS: nonverbal DIF: Easy MSC: Comprehension

9. Food, medicine, and shelter are examples of things that meet our _____.
   ANS: Physical needs DIF: Easy MSC: Comprehension

10. _____ encourages learners to reflect on how the content they are learning connects to other classes they have taken, their professional goals, and their civic responsibilities.
    ANS: Integrative learning DIF: Easy MSC: Knowledge

11. The civic part of our lives is developed through _____ with the decision making that goes on in our society.

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ANS: engagement DIF: Easy MSC: Knowledge

12. _____ is described as claiming that one only wants what is best for a person's interests in order to gain communication compliance.
ANS: Altruism ANS: Easy MSC: Knowledge

13. The emphasis in _____ is on practices and actions rather than thoughts and philosophies.
ANS: communication ethics DIF: Easy MSC: Comprehension

14. _____ encourages students to consider how what they are learning connects to various parts of their lives, including academic, professional, personal, and civic contexts.
ANS: Integrative learning DIF: Easy MSC: Knowledge

15. Communication can help us achieve our desire to be thought of in particular ways, which also helps us meet _____.
ANS: identity needs DIF: Easy MSC: Knowledge

16. _____ has become a focus in higher education over the past couple of decades as educational policy makers and advocates have stressed a "back to basics" mentality.
ANS: Communication competence DIF: Easy MSC: Comprehension

17. As you build a repertoire of communication knowledge based on your experiential and classroom knowledge, you will also be developing _____.
ANS: behavioral competence DIF: Easy MSC: Comprehension

18. _____ is fear or anxiety experienced by a person due to actual or imagined communication with another person or persons.
ANS: Communication apprehension (CA) DIF: Easy MSC: Comprehension

ESSAY

1. List each of the three communication models and explain their similarities and differences.
ANS: Models of Communication:
Transmission model of communication
Interaction model of communication
Transaction model of communication
Similarities and Differences:
The transmission model is linear or one-way while the interaction and transaction models are more cyclical and convey the ongoing process of communication.
The transmission and interaction models include a sender and receiver while the transaction model includes communicators.

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The transmission model is more sender-focused than the other two models.
All the models include messages, channels, and encoding/decoding.
While the interaction model includes psychological and physical context, the transaction model includes additional contexts: social, relational, and cultural.

DIF: Moderate MSC: Analysis

2. Write a scenario to illustrate each of the models of communication. Be sure to include key elements as they apply, such as sender, receiver, message, encoding, decoding, etc.

ANS: Transmission model of communication: I (the sender) sent a text message (channel = via technology) that said (Are you up? = message) to my friend (D'Wan = receiver).

Interaction model of communication: I (the sender) spoke (verbal channel) to my mom (the receiver) about my plans for the Thanksgiving holiday (message). The dogs were barking in the background (environmental noise) but she still understood (decoded) that I was going to only be able to stay for two nights (the message I encoded) and said she wished I could stay longer (feedback message through verbal channel).

Transaction model of communication: My professor and I (communicators) talked (channel) about my plans to go to grad school (message) and since we are both African American (cultural context) and have known each other for two years (relational context) he offered to write me a letter of recommendation to attend the historically black college that he attended.

DIF: Easy MSC: Application

3. Think of a communication encounter you have had in the past. What kinds of noise were present in the encounter? How did noise affect the receiving/interpreting of messages during the interaction?

ANS: Answers will vary.

DIF: Easy MSC: Application

4. Describe several principles of communication ethics from the NCA Credo on Ethical Communication. Apply one principle to a recent communication encounter you had.

ANS: Principles of Communication Ethics (NCA Credo):

We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.

We condemn communication that degrades individuals and humanity…through the expression of intolerance and hatred.

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We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
We accept responsibility for the short- and long-term consequences of our own communication and expect the same of others.

Application will vary from student to student: Students may discuss about a debate with a friend over a political matter in which the friend did not respect the difference of opinion, which did not show a high degree of communication ethics.

DIF: Moderate MSC: Application

5. Apply communication competence to your desired career goals. What skills would be useful in order to be successful in the occupation? What steps would you have to take in order to acquire and strengthen those particular communication skills?

ANS: Answers will vary.

DIF: Easy MSC: Application

6. Describe two examples of civic engagement that you have done or could potentially do in your own community. Include why you chose the examples and how the examples benefit the community. What communication skills will be important in these situations?

ANS: Answers will vary.

DIF: Easy MSC: Application

7. Make a list of 5 communication goals you would like to achieve. Be sure to include both short-term and long-term goals and explain why you have chosen them.

ANS: Answers will vary.

DIF: Easy MSC: Application

8. Discuss each of the parts of the definition of communication competence. Come up with at least one example of each part in a real-life communication scenario.

ANS: Communication competence refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts.

Knowledge: the cognitive aspects of competence that are developed by observing and evaluating the actions of others. Can also be developed through instruction. Example: I notice that my classmate irritates the professor when he refers to her as Mrs. instead of Dr. I know that I should refer to her as Dr. when I talk to her.

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Ability to use: Physiological elements such as age, maturity, and ability affect our ability to use the knowledge we have gained about communication competence. So does a person's mood, stress level, level of anxiety (psychological aspects). Example: I know that I should take notes and make eye contact and nonverbally respond to my professor during her lecture, but my stress about the grade I just received in my biology class has me distracted, so I don't know the answer when my professor calls on me.

Adapt to various contexts: What is competent varies based on the social and cultural context. Example: it's acceptable for me to interrupt and make crude jokes with my best friends, but I would not do that with my boss.

DIF: Moderate MSC: Application

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