**Chapter 1: The Essentials of Human Communication**

**Multiple Choice Questions**

1. Which statement is true of communication?

a) The more you communicate, the better communicator you will be.

b) Good communicators are born, not made.

c) Fear of speaking in public must be eliminated before you can be successful.

d) Communication involves both verbal and nonverbal messages.

Answer: d

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

2. Jasmine is having a conversation with her mother. This is an example of \_\_\_\_\_\_\_\_\_\_ communication.

a) interpersonal

b) small group

c) public

d) health

Answer: a

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

3. Movies, magazines, radio, and television are examples of \_\_\_\_\_\_\_\_\_\_ communication.

a) mass

b) small group

c) public

d) marketing

Answer: a

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

4. Addressing large audiences either face to face or electronically (such as via Google Hangout or Skype) demonstrates which type of communication?

a) interpersonal

b) small group

c) public

d) intrapersonal

Answer: c

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

5. Meeting a friend for coffee to discuss your blind date exemplifies which type of communication?

a) computer-mediated

b) small group

c) public

d) interpersonal

Answer: d

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

6. During a face-to-face meeting with five regional managers who work for a national retail chain, Melkamzer, a store manager, confidently answers a series of questions posed by the five managers. In what type of communication are Melkamzer and the managers engaging?

a) small-group communication

b) mass communication

c) computer-mediated communication

d) public speaking

Answer: a

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

7. \_\_\_\_\_\_\_\_\_\_ communication is the general term used to describe communication from one source to many receivers, some of which may be scattered throughout the world.

a) Mass

b) Intrapersonal

c) Public

d) Computer-mediated

Answer: a

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

8. Which statement about communication is a myth that experts have contradicted with research and theory?

a) The more you communicate, the better your communication skills will be.

b) Once you start communicating effectively, you will always be effective.

c) Communication skills are learned.

d) Knowing your audience is helpful to be effective.

Answer: a

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

9. In the \_\_\_\_\_\_\_\_\_\_ model of communication, the speaker speaks and the listener listens.

a) paradigm

b) linear

c) anomaly

d) metamessage

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

10. The \_\_\_\_\_\_\_\_\_\_ context of communication refers to a message’s position within a sequence of events.

a) physical

b) psychological

c) temporal

d) semantic

Answer: c

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

11. What do we call a message about another message?

a) phatic communication

b) metamessage

c) feedback

d) back-channeling

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Easy

Skill Level: Remember the Facts

12. Why is the transactional view a more satisfying theory of the communication process than the linear view?

a) It is simpler.

b) It better represents how communication happens.

c) It demonstrates the most recent theory of the communication process.

d) It explains everything about media communication.

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

13. Which action most closely resembles the linear model of communication?

a) an arrow hitting or missing a target

b) a student writing an e-mail

c) a ringleader conducting a circus

d) a child solving a puzzle

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Analyze It

14. When Henri wants to share information with Chantal but not with others in the room, he stops speaking English and speaks French, which Chantal understands. Which scenario best describes Henri's attempts to keep his comments to Chantal private?

a) He decodes his message in a way he thinks only Chantal will understand.

b) He changes the cultural context of the message in a way he thinks only Chantal will understand.

c) He changes the temporal context of the message in a way he thinks only Chantal will understand.

d) He encodes his message in a way he thinks only Chantal will understand.

Answer: d

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Difficult

Skill Level: Apply What You Know

15. Sunglasses may be regarded as \_\_\_\_\_\_\_\_\_\_ communication noise.

a) physical

b) physiological

c) psychological

d) semantic

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

16. Daydreaming is an example of what type of noise?

a) physical

b) physiological

c) psychological

d) semantic

Answer: c

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

17. A surgeon who uses medical jargon without further explaining it to her patient is likely producing \_\_\_\_\_\_\_\_\_\_ noise.

a) physical

b) physiological

c) psychological

d) semantic

Answer: d

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

18. Before giving her presentation to the board, Sandra circulates through the room making small talk about the weather and last night’s ballgame. Sandra is engaging in \_\_\_\_\_\_\_\_\_\_.

a) phatic communication

b) metamessaging

c) feedback

d) back-channeling

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

19. The information on the cover of a magazine that entices a reader to buy it is an example of \_\_\_\_\_\_\_\_\_\_.

a) feedback

b) phatic communication

c) semantic noise

d) feedforward

Answer: d

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

20. The statement “I may be wrong about this, but. . . .” best illustrates the element of communication known as \_\_\_\_\_\_\_\_\_\_.

a) feedforward

b) punctuation

c) displacement

d) immediacy

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

21. When someone sends a message in response to your initial message, such as laughing at your joke, he or she is sending \_\_\_\_\_\_\_\_\_\_.

a) feedback

b) feedforward

c) a metamessage

d) paramessages

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

22. “Do you understand what I’ve just asked you to do?” is an example of a(n) \_\_\_\_\_\_\_\_\_\_.

a) paradigm

b) paraverbal message

c) anomaly

d) metamessage

Answer: d

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

23. Phatic communication is also referred to as \_\_\_\_\_\_\_\_\_\_.

a) message overload

b) mass communication

c) small talk

d) neutral communication

Answer: c

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Easy

Skill Level: Remember the Facts

24. The temporal dimension of context is \_\_\_\_\_\_\_\_\_\_.

a) the sequence of the message

b) a message’s position within a sequence of events

c) the tangible environment in which the communication takes place

d) the vehicle through which messages pass

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

25. Which statement accurately describes the four types of communication contexts?

a) Each one influences and is influenced by the others.

b) They have little bearing on how messages are conveyed.

c) They represent the physical environment in which communication takes place.

d) They function the same as the content dimension of communication.

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

26. Before going to a reception at the university president’s house, Abby reminds her date, Homer, not to act as though he is at a fraternity party. Abby wants Homer to be aware of the \_\_\_\_\_\_\_\_\_\_ context.

a) physical

b) cultural

c) social-psychological

d) temporal

Answer: c

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

27. The vehicle through which we send messages is referred to as the \_\_\_\_\_\_\_\_\_\_.

a) channel

b) sender

c) receiver

d) metamessage

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Easy

Skill Level: Remember the Facts

28. Biases or prejudices of senders or receivers are examples of what kind of noise?

a) physical

b) psychological

c) semantic

d) channel

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

29. During a department meeting, while Antonio’s boss discussed new software, Antonio daydreamed about his upcoming vacation. It is likely that the boss’s message is distorted by what type of noise?

a) physical

b) psychological

c) semantic

d) physiological

Answer: b

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

30. Christina and DeAnna talked quietly before the band started to play. Now, the two are shouting and still can’t completely hear what the other is saying. We can assume that once the band began to play, the signal-to-noise ratio in this scenario \_\_\_\_\_\_\_\_\_\_.

a) went from high signal/low noise to low signal/high noise

b) went from low signal/high noise to high signal/low noise

c) went from low signal/low noise to high signal/high noise

d) didn’t change and had nothing to do with the communication problems they experienced

Answer: a

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Difficult

Skill Level: Apply What You Know

31. Bobby: “I got a new bat!” Jan: “That’s great. I can’t wait to see you swing it at the game next Saturday.” Bobby: “Not that kind of bat! His name is Del, and he’s my new pet.” This exchange between Bobby and Jan best illustrates which principle of communication?

a) Communication is ambiguous.

b) Communication is a package of signals.

c) Communication is punctuated.

d) Communication is purposeful.

Answer: a

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

32. Unlike women, men tend to use more \_\_\_\_\_\_\_\_\_\_ messages, talking more about things external to the relationship.

a) compartmentalization

b) ambiguous

c) content

d) sequencing

Answer: c

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

33. “You cannot *not* communicate” expresses which principle of communication?

a) Communication is inevitable.

b) Communication is irreversible.

c) Communication is purposeful.

d) Communication involves content and relationship dimensions.

Answer: a

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

34. Dong-Sun and Christie had an argument during which Dong-Sun said hurtful words to Christie. After the argument, Dong-Sun apologized for what he said. His later behavior to Christie reflects which principle of communication?

a) Communication is a package of signals.

b) Communication is punctuated.

c) Communication is transactional.

d) Communication is irreversible and unrepeatable.

Answer: d

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

35. Once you click “send” on your e-mail, you cannot uncommunicate the message, which suggests that all communication is \_\_\_\_\_\_\_\_\_\_.

a) inevitable

b) irreversible

c) unrepeatable

d) sequenced

Answer: b

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

36. Mario is deeply committed to the beliefs of his Puerto Rican American culture; he follows cultural customs and embraces artifacts. This commitment represents Mario’s \_\_\_\_\_\_\_\_\_\_.

a) ethnocentrism

b) stereotype

c) ethnic identity

d) social-psychological context

Answer: c

Learning Objective: 1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

Topic: Culture and Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

37. Ethnic identity refers to \_\_\_\_\_\_\_\_\_\_.

a) one’s commitment to the beliefs and philosophy of one’s own culture

b) the tendency to judge other cultures based on one’s own culture

c) the ability to take the perspectives of people of other cultures

d) adapting to the communicative style of people from other cultures

Answer: a

Learning Objective: 1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

Topic: Culture and Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

38. Individualistic cultures emphasize self-reliance, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_.

a) independence; independent achievement

b) independence; group achievement

c) independence; social bonds

d) social bonds; conformity to the larger social group

Answer: a

Learning Objective: 1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

Topic: Culture and Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

39. \_\_\_\_\_\_\_\_\_\_ is the tendency to view others and their behaviors through our own cultural filters.

a) Ethnocentrism

b) Stereotyping

c) Ethnic identity

d) Social-psychological context

Answer: a

Learning Objective: 1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

Topic: Culture and Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

40. Communication competence includes \_\_\_\_\_\_\_\_\_\_.

a) ineffective code switching

b) thinking critically and mindfully

c) considering the importance of power in the communication process

d) changing one's ethics based on context

Answer: b

Learning Objective: 1.5 Define *communication competence* and explain its major qualities.

Topic: Communication Competence

Difficulty Level: Easy

Skill Level: Remember the Facts

**Essay Questions**

1. Identify a myth of communication and explain why it is a myth.

Answer: The ideal answer should include:

* Myth: The more we communicate, the better we will communicate. Why it is a myth: Practice does not make perfect. If bad behaviors are practiced, it makes communication less effective.
* Myth: When two people are in a close relationship, neither person should have to communicate needs and wants explicitly; the other person should know what these are. Why it is a myth: People cannot read minds.
* Myth: Conflict is an indication that a relationship is in trouble. Why it is a myth: Conflict can benefit people in a relationship.
* Myth: Leaders are born; leaders are not made. Why it is a myth: Leadership skills can be developed.
* Myth: Fear of public speaking is bad and must be eliminated if a person is to be successful. Why it is a myth: By managing fear, a speaker can make nervousness work for him or her instead of against him or her.

Learning Objective: 1.1 Identify the forms, benefits, and myths of human communication.

Topic: Forms, Benefits, and Myths of Human Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

2. Define phatic communication and describe a time in the last year when you used it.

Answer: The ideal answer should include:

* Phatic communication is small talk.
* Descriptions of phatic communication use will vary; students may include an example such as “I used phatic communication when speaking to my classmate on the first day of class" or "I used it when I spoke to the woman across from me in the dentist's waiting room.”

Learning Objective: 1.2 Draw a model of communication that includes sources‒receivers, messages, context, channel, noise, and effects; and define each of these elements.

Topic: Communication Models and Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

3. Do we ever stop communicating? Explain your answer.

Answer: The ideal answer should include:

* Communication is inevitable. It is always taking place.
* Communication always happens, can’t be reversed, and can’t be repeated.
* Even when we are not aware that we are communicating, we are always communicating. Even when we do not actively respond, our nonresponse is communication.

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

4. How would you describe the similarities and the differences in the ways you communicate face-to-face versus on a phone?

Answer: The ideal answer should include:

* Communication takes place in varied forms: face-to-face, online, orally, in writing, etc.
* Answers will vary depending on the relationship(s) and context the student considers.

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

5. What does this phrase mean: communication and relationships are always, in part, ambiguous? Offer an example from your own life to support your response.

Answer: The ideal answer should include:

* Ambiguity is the condition in which something can be interpreted in more than one way.
* The first type, *language ambiguity*, is created by words that can be interpreted differently. The second type of ambiguity is *relationship ambiguity*.
* Student examples will vary.

Learning Objective: 1.3 Paraphrase the major principles of human communication.

Topic: Principles of Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

6. Ethnocentrism exists on a continuum. Define ethnocentrism and explain what this statement means.

Answer: The ideal answer should include:

* Ethnocentrism is the inclination to see other people and their behaviors through our own cultural filters, often as distortions of our own behaviors. It is the tendency to view our own culture as superior to others.
* Ethnocentrism exists on a continuum. People are not completely ethnocentric or nonethnocentric. The level of ethnocentrism will vary from individual to individual. It will also vary according to the group we are focused on.

Learning Objective: 1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

Topic: Culture and Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

7. Explain the term *choice point* and give an example of such a moment from your own life.

Answer: The ideal answer should include:

* A choice point is a moment when we make a decision about our communication. We decide with whom we will communicate, what we will communicate, how we will communicate, etc.
* Examples will vary widely. One example might be a student's decision to begin her speech to the class with a film clip rather than the spoken word.

Learning Objective: 1.5 Define *communication competence* and explain its major qualities.

Topic: Communication Competence

Difficulty Level: Moderate

Skill Level: Apply What You Know

8. Define code switching, and describe a time when you effectively switched codes depending on the communication situation.

Answer: The ideal answer should include:

* Code switching refers to using more than one language in a conversation, often in the same sentence.
* Examples of code switching will vary depending on a student's native language, race or ethnicity, age, etc.

Learning Objective: 1.5 Define *communication competence* and explain its major qualities.

Topic: Communication Competence

Difficulty Level: Moderate

Skill Level: Apply What You Know

9. Fully describe the concept of communication competence, and describe a time when you lacked it.

Answer: The ideal answer should include that the competent communicator:

* Thinks mindfully and critically. A special kind of critical thinking is mindfulness. Mindfulness is a state of awareness in which you’re conscious of your reasons for thinking or behaving.
* Makes reasoned choices. Competence in communication choice-making can be viewed as a series of three steps, 1) identify the available choices, 2) identify the advantages and disadvantages of each choice, 3) effectively communicate the most logical choice.
* Is an effective code switcher. Communication competence involves the ability to code switch when it’s appropriate—when it makes your message clearer and when it’s genuine (rather than an attempt to make yourself one of the group).
* Is culturally aware and sensitive. Culture includes all that members of a social group have produced and developed—their language, ways of thinking, art, laws, and religion.
* Is ethical. Ethics is concerned with actions, with behaviors; it’s concerned with distinguishing between behaviors that are moral (ethical, good, right) and those that are immoral (unethical, bad, wrong).
* Examples related to communication competence will vary depending on a student's experiences; anecdotes could derive from mishaps related to social media, an interview, or a conversation with a parent or guardian.

Learning Objective: 1.5 Define communication competence and explain its major qualities.

Topic: Communication Competence.

Difficulty Level: Difficult

Skill Level: Analyze

10. What does it mean to be an ethical communicator? Identify an exchange you had in which you felt the communicator was *unethical*.

Answer: The ideal answer should include:

* Human communication involves questions of ethics, the study of good and bad, of right and wrong, of moral and immoral.
* Ethics is concerned with actions, with behaviors; it’s concerned with distinguishing between behaviors that are moral (ethical, good, right) and those that are immoral (unethical, bad, wrong).
* Be sure the students' anecdotes relate to ethics rather than religion, ideology, or political affiliation.

Learning Objective: 1.5 Define *communication competence* and explain its major qualities.

Topic: Communication Competence

Difficulty Level: Difficult

Skill Level: Apply What You Know