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| 1. Which of the following statements about communication is accurate?

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|   | a.  | Studying communication only has academic benefits. |
|   | b.  | People who study communication are no less likely to communicate clearly than those who do not study it. |
|   | c.  | Studying communication can improve your communication skills. |
|   | d.  | Studying communication is less popular now than it was 15 years ago. |
|   | e.  | Studying communication is very difficult and should be pursued only by those seeking a doctoral degree. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 2 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Why Study Communication |
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| 2. You did not do very well during the spring semester at school. When your parents see your grades, your mother says to you, "You're going to need to take some classes this summer." What is the content level of meaning of this statement?

|  |  |  |
| --- | --- | --- |
|   | a.  | Your mom is upset that you didn't do well in the spring semester. |
|   | b.  | Your mom thinks that taking summer classes may make up for your poor performance during the spring semester. |
|   | c.  | Your mom thinks you will need to take courses during the summer. |
|   | d.  | Even though you are an adult, your parents still have some control over your life and can demand that you take summer courses. |
|   | e.  | All of these choices represent the content level of meaning of the statement. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 3. What does it mean to say that communication is a process?

|  |  |  |
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|   | a.  | Communication is ongoing and always in motion. |
|   | b.  | It's hard to tell when communication starts and stops. |
|   | c.  | Communication evolves in clearly defined stages. |
|   | d.  | Communication is ongoing, always in motion, and evolves in clearly defined stages. |
|   | e.  | Communication is ongoing, always in motion, and it's hard to tell when it starts and stops. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 3 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 4. What did George Herbert Mead mean when he stated that people are "talked into" humanity?

|  |  |  |
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|   | a.  | We gain personal identity as we communicate with others. |
|   | b.  | We first see ourselves through the eyes of others. |
|   | c.  | Other people's messages form important foundations for our self-concepts. |
|   | d.  | Family members help to tell us who we are. |
|   | e.  | All of these answers are correct. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Values of Communication |
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| 5. One of the first models of communication (Laswell) described communication as linear.  Which of these five questions did NOT help to describe how communication worked in this early model?

|  |  |  |
| --- | --- | --- |
|   | a.  | Who? |
|   | b.  | Says who? |
|   | c.  | In what channel? |
|   | d.  | With what effect? |
|   | e.  | Says what? |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 6. If Jacob, Bobby’s supervisor, tells Bobby to “get lost,” why would Bobby feel as though his supervisor may see him as inferior and dislike his work?

|  |  |  |
| --- | --- | --- |
|   | a.  | The content level of meaning indicates that Jacob probably isn't serious. |
|   | b.  | The relationship level of meaning probably indicates that Jacob isn't joking when he says "get lost."  |
|   | c.  | "Get lost" is a phrase that people use but don't really mean. |
|   | d.  | There is no reason for Bobby to get offended.   |
|   | e.  | The content level of meaning indicates that Jacob is mean. |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
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| 7. Erin tries to concentrate during a class lecture, but she can't get her mind off a personal problem. Erin's preoccupation with her personal problem is an example of

|  |  |  |
| --- | --- | --- |
|   | a.  | noise. |
|   | b.  | feedback. |
|   | c.  | transaction. |
|   | d.  | social diversity. |
|   | e.  | noise and transaction. |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 8. To study communication is to study

|  |  |  |
| --- | --- | --- |
|   | a.  | what we should believe.  |
|   | b.  | how friendships help our lives become more meaningful. |
|   | c.  | the arbitrary nature of the world. |
|   | d.  | how we use symbols to create meaning in our lives.   |
|   | e.  | the content level of meaning in phrases we hear.   |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Unifying Themes in the Field |
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| 9. Which of the following is/are considered unifying themes in the field of communication?

|  |  |  |
| --- | --- | --- |
|   | a.  | ethics |
|   | b.  | symbols |
|   | c.  | critical thinking |
|   | d.  | meaning |
|   | e.  | All of these are common themes. |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Unifying Themes in the Field |
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| 10. Communication with others helps to shape which area(s) of our lives?

|  |  |  |
| --- | --- | --- |
|   | a.  | culture and professional |
|   | b.  | professional and social/civic |
|   | c.  | personal, cultural, and professional |
|   | d.  | personal and professional  |
|   | e.  | cultural, professional, social/civic, and personal  |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Values of Communication |
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| 11. What name does philosopher Martin Buber give to the relationship where the most personal communication occurs?

|  |  |  |
| --- | --- | --- |
|   | a.  | I-It relationship |
|   | b.  | I-You relationship |
|   | c.  | I-Thou relationship |
|   | d.  | I-We relationship |
|   | e.  | None of these answers are correct. |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 12. Which of these types of communication is defined as "communication between people?"

|  |  |  |
| --- | --- | --- |
|   | a.  | intrapersonal communication |
|   | b.  | interpersonal communication |
|   | c.  | group communication |
|   | d.  | public communication |
|   | e.  | mass media communication |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 13. On what type of communication did the ancient Greek, Aristotle, primarily focus?

|  |  |  |
| --- | --- | --- |
|   | a.  | intrapersonal communication |
|   | b.  | interpersonal communication |
|   | c.  | group communication |
|   | d.  | public communication |
|   | e.  | He focused on all types of communication. |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 14. What area of communication emphasizes the relationships between coworkers?

|  |  |  |
| --- | --- | --- |
|   | a.  | interpersonal communication |
|   | b.  | intrapersonal communication |
|   | c.  | group communication |
|   | d.  | organizational communication |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 15. Poor communication in the workplace means

|  |  |  |
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|   | a.  | errors and misunderstandings occur. |
|   | b.  | messages must be repeated. |
|   | c.  | productivity suffers. |
|   | d.  | people lose jobs. |
|   | e.  | All of these are correct.   |

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| *ANSWER:* | e |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 6 |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Values of Communication |
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| 16. The most impersonal communication occurs in what philosopher Martin Buber called I-Thou relationships.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 17. The most important qualifications for managers are technical skills followed by communication skills.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 19 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Careers in Communication |
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| 18. With digital communication, we may miss out on meaning, particularly on the relationship level.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 20 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Digital Media and Communication |
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| 19. Meanings are the heart of communication.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 20. Feedback in the communication process can be either intentional or unintentional.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 21. In communication, all parts of the system affect each other.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 3 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 22. Interactive models of communication show that communicators create and interpret messages within personal fields of experience.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 23. The linear model of communication accurately captures the complexity of the communication process.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | True / False |
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| *TOPICS:* | Models of Communication |
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| 24. Within the United States, there are distinct social communities based on race, gender, sexual orientation, and other factors.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 14 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 25. Linear models portray communication as flowing in only one direction.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | True / False |
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| *TOPICS:* | Models of Communication |
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| 26. We can freeze communication at any one moment.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 3 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 27. Organizational culture refers to how organizations are affected by the cultural associations of the members of the group.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 28. Health communication is one of the fastest growing areas in the contemporary field of communication.

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| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 29. The rules of grammar, syntax, and spelling have been loosened by digital media and communication.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 20 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Digital Media and Communication |
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| 30. Critical thinking is a unifying theme in the field of communication.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Unifying Themes in the Field |
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| 31. Symbols are the basis of language.

|  |  |  |
| --- | --- | --- |
|   | a.  | True |
|   | b.  | False |

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| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Unifying Themes in the Field |
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| 32. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a systemic process in which people interact with and through symbols to create and interpret meanings.

|  |  |
| --- | --- |
| *ANSWER:* | Communication |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 3 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 33. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are/is abstract, arbitrary, and ambiguous representations of a phenomenon.

|  |  |
| --- | --- |
| *ANSWER:* | Symbols |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 34. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ model of communication portrays each person's field of experience and the shared field of experience between communicators as changing over time.

|  |  |
| --- | --- |
| *ANSWER:* | transactional |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 35. Responses to a message are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| *ANSWER:* | Feedback |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 9 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 36. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is anything that interferes with intended communication.

|  |  |
| --- | --- |
| *ANSWER:* | Noise |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 8 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 37. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the understandings about identity and codes of thought and action shared by members of an organization.

|  |  |
| --- | --- |
| *ANSWER:* | Organizational culture |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 12 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 38. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ communication deals with communication between people.

|  |  |
| --- | --- |
| *ANSWER:* | Interpersonal |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 11 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 39. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level of meaning in communication is the literal message.

|  |  |
| --- | --- |
| *ANSWER:* | content |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 40. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ model of communication does not include noise.

|  |  |
| --- | --- |
| *ANSWER:* | interactive |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 10 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 41. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ involves the examination of ideas to decide what to believe, think, and do in particular situations.

|  |  |
| --- | --- |
| *ANSWER:* | Critical thinking |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 15 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Unifying Themes in the Field |
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| 42. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ level of meaning in communication expresses the connection between two people who are communicating.

|  |  |
| --- | --- |
| *ANSWER:* | relationship |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Defining Communication |
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| 43. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to communication between people of different countries or ethnic groups.

|  |  |
| --- | --- |
| *ANSWER:* | Intercultural communication |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 14 |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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| 44. List three key critical thinking skills that affect communication competence.

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| --- | --- |
| *ANSWER:* | Answers should include any three of the following:* Identify assumptions behind statements, claims, and arguments.
* Distinguish between logical and illogical reasoning.
* Separate facts from inferences.
* Evaluate evidence to determine its reliability, relevance, and value.
* Connect new information and ideas to familiar knowledge; apply concepts learned in one context to other contexts; recognize when and where specific principles are and are not appropriate.
* Distinguish between personal experiences, attitudes, behaviors, and generalizations about human beings.
* Identify and consider alternative views on issues, solutions to problems, and courses of action.
* Define problems and questions clearly and precisely.
* Draw reasonable conclusions about the implications of information and argument for thought and action.
* Determine how to find answers to important questions by considering what needs to be known and what sources might provide relevant knowledge.
 |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 16 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Unifying Themes in the Field |
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| 45. Compare and contrast the three models of communication described in your textbook.

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| *ANSWER:* | Linear models portray communication as flowing in only one direction, from a sender to a receiver. The interactive model includes feedback and recognizes communication as an interactive process in which both senders and receivers participate actively. It also shows that communicators create and interpret communication within their personal fields of experience. The transactional model adds the feature of time and depicts features of communication as dynamically varying rather than constant. It portrays each person’s field of experience and the shared field of experience between communicators as changing over time. It also emphasizes that communication occurs within systems that themselves affect communication and meanings. |
| *POINTS:* | 1 |
| *REFERENCES:* | pp. 8-10 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Models of Communication |
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| 46. What did George Herbert Mead mean when he said that humans are “talked into” humanity?

|  |  |
| --- | --- |
| *ANSWER:* | When George Herbert Mead said that humans are “talked into” humanity, he meant that we gain personal identity as we communicate with others. In the earliest years of our lives, family members tell us who we are: “You’re smart.” “You’re strong.” “You’re a clown.” Later, we interact with teachers, friends, romantic partners, and coworkers who communicate how they perceive us. Thus, how we see ourselves reflects the views of us that others communicate. |
| *POINTS:* | 1 |
| *REFERENCES:* | p. 4 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *TOPICS:* | Values of Communication |
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| 47. List and briefly describe three of the seven major areas of research and teaching in the field of communication.

|  |  |
| --- | --- |
| *ANSWER:* | Answers should include three of the seven major areas of research and teaching: interpersonal communication, group communication, organizational communication, public communication, health communication, mass communication and social media, and intercultural communication.* Interpersonal communication deals with communication between people.
* Group communication focuses on communication between members of therapeutic groups, social groups, decision-making committees, and work teams.
* Organizational communication focuses on skills that enhance professional success in the work environment.
* Health communication is a very broad area that includes patient–clinician interaction, communication on health care teams, organizational dynamics in health care settings, marketing and advocacy of healthy practices for individuals and communities, and policy making.
* The study of mass communication and social media focuses on how mass media work and how they represent and influence cultural values.
* Scholars of public communication focus on critical evaluation of speeches and on principles for effective public speaking.
* Scholars of intercultural communication focus on increasing awareness of different cultures’ communication practices.
 |
| *POINTS:* | 1 |
| *REFERENCES:* | pp. 11-14 |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *TOPICS:* | The Breadth of the Communication Field |
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