|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Given any typical day, how often does a person communicate?

|  |  |  |
| --- | --- | --- |
|   | a.  | roughly 15-20 times a day |
|   | b.  | continually throughout the day |
|   | c.  | less than 5 times a day |
|   | d.  | roughly 100-200 times a day |
|   | e.  | roughly 200-300 times a day |

|  |  |
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| *ANSWER:* | c |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Author Julia Wood mentions which of the following factors affect her point of view in the textbook?

|  |  |  |
| --- | --- | --- |
|   | a.  | being a woman |
|   | b.  | her research and reading the research of others |
|   | c.  | being from a middle income family |
|   | d.  | being white |
|   | e.  | all of these factors affect her point of view in the textbook |

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| *ANSWER:* | e |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. According to surveys of companies, the most important quality they look for in a job applicant is \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | technical skill |
|   | b.  | a degree from an accredited university |
|   | c.  | the ability to communicate effectively |
|   | d.  | practical experience |
|   | e.  | a willingness to relocate |

|  |  |
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| *ANSWER:* | c |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. Communication skills are vital to civic life because \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | our society is socially diverse in nature |
|   | b.  | personal disclosures are important |
|   | c.  | the connection between communication and identity |
|   | d.  | communication directly influences our well-being |
|   | e.  | all of the above are reasons why communication is vital to civic life |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. The process nature of communication means \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | a given interaction has a definite beginning and ending |
|   | b.  | what happens in one encounter has little impact on other encounters we have |
|   | c.  | communication rarely, if ever, changes |
|   | d.  | our interactions with others are ongoing and dynamic |
|   | e.  | we can stop communicating |

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| *ANSWER:* | d |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. The statement that communication is systemic means that \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | symbols construct our meanings |
|   | b.  | communication changes over time |
|   | c.  | there is a content level and a literal |
|   | d.  | it is studied in an organized manner |
|   | e.  | the various parts affect each other |

|  |  |
| --- | --- |
| *ANSWER:* | e |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. The openness of a system is \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | the extent to which a system strives to sustain equilibrium |
|   | b.  | the extent of interaction within a system |
|   | c.  | the extent to which a system affects and is affected by outside factors and processes |
|   | d.  | the extent of absolute balance in a system |
|   | e.  | the extent to which someone is willing to communicate |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. The literal meaning of a message is referred to as \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | relational level of meaning |
|   | b.  | connotative level of meaning |
|   | c.  | bypassed meaning |
|   | d.  | content level of meaning |
|   | e.  | inferential level of meaning |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. Symbols can be described as \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | appropriate verbal and nonverbal behaviors |
|   | b.  | abstract, arbitrary, and ambiguous representations of other things |
|   | c.  | a group of interrelated parts that affect one another |
|   | d.  | figures which cause absolute balance in a system |
|   | e.  | anything that interferes with the intended meaning of communication |

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| *ANSWER:* | b |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. Jane knocked on the door of her friend’s house. She wanted to talk with her friend about a disagreement they had earlier in the day. When her friend answered the door, she said “May I come in? The content level of Jane’s request was \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | she found her friend  approachable |
|   | b.  | she wanted her friend’s permission to enter |
|   | c.  | she was disappointed in her friend’s action |
|   | d.  | she should have talked to her friend earlier |
|   | e.  | she will have a hard time talking to her about the issue |

|  |  |
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| *ANSWER:* | b |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. The most simplistic communication models are \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | transactional |
|   | b.  | interactional |
|   | c.  | linear |
|   | d.  | bifocal |
|   | e.  | directional |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. The major distinction between the linear and interactive models of communication is \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | the linear model allows for the concept of noise interfering with communication |
|   | b.  | the interactive model includes both a source and receiver |
|   | c.  | the interactive model allows for the concept of noise interfering with communication |
|   | d.  | the linear model identifies a distinct message |
|   | e.  | the interactive model includes feedback, or a response to the message |

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| *ANSWER:* | e |
| *POINTS:* | 1 |

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| 13. Bart tries to concentrate during a particularly difficult lecture, but finds that he is more focused on the instructor’s unique dialect and delivery style. This is an example of \_\_\_\_\_\_\_\_\_\_.

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

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. George Herbert Mead’s statement that humans are talked into humanity means \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | people have to be calmed into acting with civility |
|   | b.  | we gain our personal identity by interacting with others |
|   | c.  | by communicating people automatically become human |
|   | d.  | only humans can talk |
|   | e.  | none of the above |

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| *ANSWER:* | b |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. Communication in personal relationships \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | helps solve problems |
|   | b.  | involves personal disclosures |
|   | c.  | sustains the daily rhythms of intimate connections |
|   | d.  | all of the above |
|   | e.  | a and b |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. Communication is \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | a process |
|   | b.  | systematic |
|   | c.  | symbolic |
|   | d.  | all of the above |
|   | e.  | none of the above |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. The content level of meaning \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | is always verbal |
|   | b.  | is language |
|   | c.  | is the literal message |
|   | d.  | is psychological |
|   | e.  | is cultural |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. The relationship level of meaning \_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | is the connection between symbols and things |
|   | b.  | focuses on the meaning of sounds only |
|   | c.  | expresses the relationship between communicators |
|   | d.  | is not a  process |
|   | e.  | is only found in verbal expression |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. Harold Laswell constructed a(n) \_\_\_\_\_\_\_\_\_\_ model of communication.

|  |  |  |
| --- | --- | --- |
|   | a.  | circular |
|   | b.  | cubic |
|   | c.  | qualitative |
|   | d.  | linear |
|   | e.  | reified |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. Wilbur Schramm constructed a(n)\_\_\_\_\_\_\_\_\_\_ model of communication.

|  |  |  |
| --- | --- | --- |
|   | a.  | round |
|   | b.  | flat |
|   | c.  | interactive |
|   | d.  | proactive |
|   | e.  | deterministic |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |

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|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. People who communicate well have an advantage in their personal, social, and professional life.

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

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |

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|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. Communicating with other people promotes personal health.

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

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. Communication is vital for maintaining civic engagement in societies, unless they are democratic and pluralistic.

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

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |

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|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. In communication systems all parts of a system interact and affect each other.

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

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |

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|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. Homeostasis is a state of equilibrium with a system.

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

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. A living system can sustain absolute equilibrium.

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

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. We have direct access to the thoughts and feelings of those with whom we communicate.

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

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. Linear models capture the process character of communication.

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

|  |  |
| --- | --- |
| *ANSWER:* | False |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. In the transactional model of communication, each person participates simultaneously as a sender and receiver of messages.

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

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. Communication research is a vital and growing field of work.

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

|  |  |
| --- | --- |
| *ANSWER:* | True |
| *POINTS:* | 1 |

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| 31. The abstract, arbitrary, and ambiguous representations we use to represent our experience are \_\_\_\_\_\_\_\_\_\_.

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| --- | --- |
| *ANSWER:* | symbols |
| *POINTS:* | 1 |

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| 32. \_\_\_\_\_\_\_\_\_\_ is anything that interferes with the intended meaning of communication.

|  |  |
| --- | --- |
| *ANSWER:* | noise |
| *POINTS:* | 1 |

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| 33. The earliest models of communication which described communication as one-way, are known as \_\_\_\_\_\_\_\_\_\_ models.

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| --- | --- |
| *ANSWER:* | linear |
| *POINTS:* | 1 |

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| 34. \_\_\_\_\_\_\_\_\_\_ is the response we have to a message.

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| --- | --- |
| *ANSWER:* | feedback |
| *POINTS:* | 1 |

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| 35. The \_\_\_\_\_\_\_\_\_\_ model of communication best represents communication as a shared and complex process.

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| --- | --- |
| *ANSWER:* | Transactional |
| *POINTS:* | 1 |

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| 36. A process is \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| *ANSWER:* | ongoing; dynamic |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- |
| 37. A \_\_\_\_\_\_\_\_\_\_ consists of interrelated parts that affect one another.

|  |  |
| --- | --- |
| *ANSWER:* | system |
| *POINTS:* | 1 |

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|  |  |  |  |  |
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| 38. \_\_\_\_\_\_\_\_\_\_ is the extent to which a system affects and is affected by outside factors and processes.

|  |  |
| --- | --- |
| *ANSWER:* | Openness |
| *POINTS:* | 1 |

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| 39. Systems seek a state of equilibrium, or \_\_\_\_\_\_\_\_\_\_.  [p. 12, I]

|  |  |
| --- | --- |
| *ANSWER:* | homeostasis |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- |
| 40. Abstract, arbitrary, and ambiguous representations of other things are \_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| *ANSWER:* | symbols |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- |
| 41. Define communication.  Identify and describe the four key features of communication.

|  |  |
| --- | --- |
| *ANSWER:* | No answer provided. |
| *POINTS:* | 1 |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 42. According to Wood, the study of communication is valuable for four major reasons.  Identify and describe each of them.

|  |  |
| --- | --- |
| *ANSWER:* | No answer provided. |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- |
| 43. Define the content and relational levels of meaning in communication.  Provide an example of each level of meaning and explain how they work together.

|  |  |
| --- | --- |
| *ANSWER:* | No answer provided. |
| *POINTS:* | 1 |

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| --- | --- | --- | --- | --- |
| 44. Compare and contrast the three generations (or types) of models and communication discussed in Chapter One.  State which model you think is best and explain your reasons for your choice.

|  |  |
| --- | --- |
| *ANSWER:* | No answer provided. |
| *POINTS:* | 1 |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 45. Chapter One defined communication as systemic.  Explain what this means and why it is important for thinking about interaction in a socially diverse society.  Provide concrete examples of system principles you discuss in your response.

|  |  |
| --- | --- |
| *ANSWER:* | No answer provided. |
| *POINTS:* | 1 |

 |