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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 |  |  |  | | --- | --- | | *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 \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *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.   |  |  | | --- | --- | | *ANSWER:* | linear | | *POINTS:* | 1 | |

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| 34. \_\_\_\_\_\_\_\_\_\_ is the response we have to a message.   |  |  | | --- | --- | | *ANSWER:* | feedback | | *POINTS:* | 1 | |

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