INSTRUCTOR’S RESOURCE MANUAL

FOR

JULIA T. WOOD’S

COMMUNICATION MOSAICS:
An Introduction to the Field of Communication

Seventh Edition

Ronald J. Shope
Grace University, Omaha, NE

Julia T. Wood
University of North Carolina-Chapel Hill

[insert cities]
[insert copyright page]
For revisions to the 7th edition of this instructor’s resource manual, we appreciate that we could build upon the hard work and creative contributions of Myrna Foster-Kuehn, who wrote the 6th edition.
# Contents

**Introduction** ........................................................................................................................................ 1

**Section I: Basic Considerations for Teaching the Course** .............................................................. 3

Opportunities and Challenges .................................................................................................................. 4
Creating an Effective Classroom Climate .............................................................................................. 9
Approaches to Teaching the Course ........................................................................................................ 15
Recommended Major Assignments ......................................................................................................... 19
Sample Class Syllabus and Schedule ....................................................................................................... 32
Sample Class Schedules .......................................................................................................................... 37

**Section II: Summaries of Content and Instructional Resources** ................................................... 42

Bringing Computer Technology into the Classroom .............................................................................. 42
Using the Internet .................................................................................................................................... 47
Using InfoTrac College Edition ............................................................................................................. 50
Using PowerPoint .................................................................................................................................... 51
Audiovisual Resources ............................................................................................................................ 54
Communication and Critical Thinking ................................................................................................... 64
More Useful Internet Resources ............................................................................................................ 66
Chapter Outlines and Instructional Resources ..................................................................................... 68

**Chapter 1: A First Look at Communication** .................................................................................... 70

Vocabulary Terms .................................................................................................................................... 71
Activities .................................................................................................................................................. 72
Journal Items ........................................................................................................................................... 74
Panel Idea ................................................................................................................................................. 74
Discussion Questions ............................................................................................................................... 74
Communication Scenarios DVD ............................................................................................................ 74
Suggestions for Online Instructors ....................................................................................................... 75
Internet Web Page Resources ................................................................................................................ 76

**Chapter 2: The Field of Communication from Historical and Contemporary Perspectives** .......... 77

Vocabulary Terms .................................................................................................................................... 79
Activities .................................................................................................................................................. 80
Journal Item ............................................................................................................................................. 81
Panel Idea ................................................................................................................................................. 81
Discussion Questions ............................................................................................................................... 81
Communication Scenarios DVD ............................................................................................................ 81
Suggestions for Online Instructors ....................................................................................................... 82
Internet Web Page Resources ................................................................................................................ 83

**Chapter 3: Perceiving and Understanding** ..................................................................................... 84

Vocabulary Terms .................................................................................................................................... 86
Activities .................................................................................................................................................. 87
Chapter 12: Communication in Organizations..........................................................183
Vocabulary Terms.......................................................................................................184
Activities.....................................................................................................................185
Journal Items...............................................................................................................190
Panel Idea..................................................................................................................190
Discussion Question..................................................................................................190
Movie: The Terminal..................................................................................................190
Communication Scenarios DVD.................................................................................191
Suggestions for Online Instructors...........................................................................191
Internet Web Page Resources..................................................................................192

Chapter 13: Public Communication.........................................................................193
Vocabulary Terms.......................................................................................................196
Activities.....................................................................................................................197
Journal Items...............................................................................................................200
Panel Idea..................................................................................................................200
Discussion Questions..................................................................................................200
Movie: Comedian.......................................................................................................200
Communication Scenarios DVD.................................................................................201
Suggestions for Online Instructors...........................................................................201
Internet Web Page Resources..................................................................................203

Chapter 14: Mass Communication..........................................................................204
Vocabulary Terms.......................................................................................................206
Activities.....................................................................................................................207
Journal Items...............................................................................................................212
Panel Ideas..................................................................................................................212
Discussion Questions..................................................................................................212
Movie: Fahrenheit 9/11, Fahrenheit 9/11.................................................................212
Communication Scenarios DVD.................................................................................213
Suggestions for Online Instructors...........................................................................213
Internet Web Page Resources..................................................................................214

Chapter 15: Digital Media and the Online World......................................................216
Vocabulary Terms.......................................................................................................218
Activities.....................................................................................................................219
Journal Item...............................................................................................................222
Panel Idea..................................................................................................................222
Discussion Questions..................................................................................................222
Section III: Sample Test Items

Test Items for Chapter 1: A First Look at Communication

Test Items for Chapter 2: The Field of Communication from Historical and Contemporary Perspectives

Test Items for Chapter 4: Engaging in Verbal Communication

Test Items for Chapter 5: Engaging in Nonverbal Communication

Test Items for Chapter 6: Listening and Responding to Others

Test Items for Chapter 7: Creating Communication Climates

Test Items for Chapter 8: Adapting Communication to Cultures and Social Communities

Test Items for Chapter 9: Communication and Self-Concept

Test Items for Chapter 10: Communication in Personal Relationships

Test Items for Chapter 11: Communication in Groups and Teams

Test Items for Chapter 12: Communication in Organizations

Test Items for Chapter 13: Public Communication

Test Items for Chapter 14: Mass Communication

Test Items for Chapter 15: Digital Media and the Online World
This resource manual is designed to assist you in teaching the basic course for which the seventh edition of *Communication Mosaics* is the primary text. Some instructors using this book will be seasoned teachers of introductory communication classes; others will be less experienced. Regardless of whether you have taught the course before, this resource book should assist you in meeting your pedagogical goals. It includes chapter outlines, activities, test items, and teaching strategies we use in our own classrooms, as well as insights gleaned from instructors across the United States. The result is a range of perspectives, assignments, and teaching options that offer useful ideas to veteran and novice teachers alike.

**This seventh edition of the instructor’s resource manual contains three sections:**

In Section I, **Basic Course Considerations**, we discuss some common issues and different orientations to the basic course. Particularly important for less experienced instructors, the opening discussion in Section I focuses on some of the dangers and difficulties that arise when using teaching material pertinent to students’ personal lives and problems. This Section of the resource manual also discusses alternative approaches to teaching the course, ways to organize a class and manage logistics, and methods of creating a classroom climate conducive to student involvement and learning.

Section II, **Summaries of Chapter Content and Instructional Resources**, is designed to help you identify, use, and integrate a variety of available multimedia resources and new technologies into your basic communication course. We have included convenient **Chapter Outlines** of Chapters 1 through 15. These are particularly useful for instructors who read the text far in advance of the course, and need to quickly refresh their memories of specific ideas and topics. Corresponding to the chapters in the text, **Instructional Resources** provides ideas for enriching the classroom learning experience including class activities, journal items, panel ideas, discussion topics, films and videos, case studies from the *Communication Scenarios* DVD, and web resources. And, instead of relegating the study of public communication to only the final chapters and the final weeks of the course, we’ve also integrated ideas throughout this section to develop and strengthen practical public communication and critical thinking skills. Both individual and group activities are included in this Section, and we incorporate activities that emphasize new technology and media, information seeking and research, critical thinking, and public speaking skills that are common to the basic course in communication. We also suggest films and videos that extend and integrate consideration and analysis of course topics and topics for class panels related to specific topics in the text.

In Section III you will find **Sample Test Items** for testing material presented in the textbook. Students learn in different ways, and instructors have varying preferences for testing. Thus, this Section includes items that reflect diverse testing methods. You will find multiple-choice, true-false, identification, and essay items. Individual instructors may select those items that support their teaching goals and philosophy. Test items are also available on CD-ROM on the instructor
Power Lecture and for download from Instructor Book Companion Sites (http://www.cengage.com/communication/wood/communicationmosaics7e).

Please see your Wadsworth/Cengage Sales Representative (find your rep at http://www.cengage.com/findrep.html) or call 1-800-354-9706 for these materials, and any others that you wish to consider adopting for your course.
SECTION I

BASIC CONSIDERATIONS FOR TEACHING
THE INTRODUCTORY COURSE IN COMMUNICATION

Adapted from: Lynette M. Long, James Madison University

The introductory course in communication (a.k.a. the basic course) offers rich opportunities for teaching and learning. Effective communication is essential for personal growth and well being, building and maintaining good relationships, successful participation in small group interactions, and in professional and civic life. Thus, this course, unlike many your students take, pertains directly and immediately to their lives.

Many students who enroll in the basic course in communication enter with high motivation and interest: They want to learn how to communicate more effectively. Even students who are required to take the basic course typically approach the class with curiosity and good humor. At the same time, some students enter our courses troubled by apprehension that arises from past unsuccessful communication experiences and/or chronic communication apprehension. Students who have communication apprehension are more numerous in required “basic” classes since they often self-select themselves out of elective courses in communication.

In this section of the guide we will suggest ways to draw upon students’ initial interest to create an energized laboratory for learning and growth. We’ll consider special opportunities and challenges of this course, diverse course designs and teaching styles, and ways to create an effective climate for engaged learning.
OPPORTUNITIES AND CHALLENGES
OF THE BASIC COMMUNICATION COURSE

Teaching the introductory course in communication offers opportunities and challenges in equal measure. The opportunities arise from the course content and the satisfaction of seeing students grow personally and enhancing their effectiveness. The challenges also involve the course content since students are asked to deal with issues that sometimes are unsettling. In addition, some students have serious apprehension about communicating.

**Opportunities of the Basic Course in Communication**

There are many and special opportunities that accompany teaching this course. Among these are chances to enlarge students’ understanding of the role of communication in everyday life, enhance their competence in specific communication skills, and deepen their respect for social diversity.

**Enlarging Understanding.** An obvious, yet nonetheless important, highlight of teaching the basic course in communication is the chance to introduce students to a fascinating area of study and of life. Since the time of the Ancient Greek Academy, the questions of how citizens ought to communicate in public as well as in relationships have occupied a central focus. In our own technological times, these issues are no less important. Particularly as television and the Internet take us to diverse cultures and people in an instant, our ability to adapt to diverse communication contexts, cultures, and communicators will undoubtedly be a crucial survival skill for our citizens. Teachers have a rare opportunity to affect students’ lives in fundamentally important ways. You can enlarge your students’ understandings of how both public and interpersonal communication has and continues to shape their identities, their relationships with others, and their effectiveness in professional and civic life. Of equal importance, you can help students discover how their past and present relationships have sculpted their self-concepts and their styles of communicating in both public and private contexts.

**Skill Development.** This course also provides an opportunity to improve students’ practical communication skills. The textbook and this guide provide a wealth of concrete activities that help students develop and refine their competence in communicating in a range of contexts including interpersonal relations, small groups, and public speaking. In addition, the reflections in each chapter of the text and the suggestions for journal assignments and other activities in Section II of this resource book encourage students to recognize and think about connections between conceptual material and communication in their everyday lives.

**Respect for Social Diversity.** A third and very important opportunity supported by Communication Mosaics is the potential to expand students’ awareness and appreciation of social diversity, which enhances their abilities to interact in a global environment. Woven throughout the text are discussions of the complex relationships between communication and gender, race, class, sexual orientation, and other aspects of personal identity. A primary theme of the text is that diversity is integral to human communication and society, not something we
The exercises in Section II of this guide further that goal by encouraging students to encounter diversity experientially and to become more observant of the many ways in which communication acknowledges, obscures, or distorts various groups in society. In turn, this emphasis helps students become more tuned in and mindful, able to think critically, and better skilled at group and team work with diverse others.

Highlighting social diversity expands students’ awareness of the range of ways in which people communicate, form relationships, and interact in personal, social, professional, and public contexts. This should enrich their appreciation of people who differ from them and strengthen their practical abilities and responsibilities to listen more mindfully, think more comprehensively and critically, and speak more inclusively and sensitively in their daily lives as citizen-communicators. Equally important, studying people who differ from them heightens students’ understanding of the values, customs, and practices of their own social groups and the ways in which those have shaped their communication. Respecting people who differ from them and understanding the cultural bases of their own identities and communication are important critical and practical skills for students in our era of technological expanse, media saturation, and global interaction.

**Critical Thinking, Civility, and Responsible Communication.** Drawing on ancient concerns with providing an ethical and effective rhetorical education for citizens of Western societies, the basic course in speech communication traditionally affords students the opportunity to reflect critically and empathically on their communication, the communication of diverse others, and the artful, inventive ways that symbols and behaviors can usefully be shaped to maximize productive social interactions.

**Challenges of the Basic Course in Communication**

Along with the opportunities involved in teaching the basic course in communication, there are also distinct challenges. Among these are egocentric perspectives, the difficulty of struggling with personally troublesome issues, ethnocentrism, communication apprehension, and the timely development of public communication and speaking skills.

**Egocentric Perspectives.** A perennial problem in teaching is some students’ resistance to information that isn’t consistent with their personal experiences. For example, several students in any class Julia teaches take issue with the finding that parents generally communicate differently with sons and daughters. “My parents didn’t,” they assert, as a basis for dismissing the generalization. Similarly, students whose romantic relationships have followed trajectories different from the general model of relational evolution sometimes challenge the general validity of the model. We invariably have several white students who deny the finding that Caucasians are the privileged race in this society. Or, if they were from a working class family and didn’t experience all of the prerogatives of middle and upper class Caucasians, they assume that race doesn’t confer privilege in general.

An effective way to respond to students who rely too heavily on their personal experience to understand social life is to accept their experience as a starting point for further discussion. Thus, we might tell a student whose personal experiences don’t match generalizations about
gender that it’s important to understand how she or he is unique as an individual and how people in general are. This opens the door for exploring why that person’s experience of gender differs from broad cultural norms. Usually other students in the class will volunteer their experiences, some of which conform to general research findings and some of which do not. A discussion of how individuals reflect or depart from general patterns described in communication research studies allows everyone in the class to discover how cultures and different kinds of communication contour distinct gendered identities, social classes and opportunities, relational paths, and communication styles.

**Difficult Issues.** The basic course in communication necessarily involves issues that are difficult and often personally painful to students. Because *Communication Mosaics* seriously and consistently addresses social diversity and related inequities and prejudices, students will be confronted with unpleasant facts about Western society. Some want to believe that America is a classless society and that racism and other forms of active discrimination are historical relics. Students are uncomfortable when confronted with information that dispels the myth of a classless, non-racist, meritorious society. They are even more surprised and perhaps uncomfortable when teachers encourage them to reflect on the ways in which race, class, and gender have shaped their identities and communication styles and the (sometimes less than well reasoned) judgments they make about people who are different in some (mysterious) way. The discomfort students (and teachers!) experience in dealing with these topics is natural and unavoidable. If honestly addressed and constructively channeled, however, it is also a powerful stimulus to personal growth. Rather than attempting to lessen students’ discomfort in approaching these topics, it is useful to recognize it explicitly in class discussion and encourage students to accept discomfort as a necessary stage in expanding understandings of themselves and others.

Another content-related tension in the course is topics that are personally painful to some students. If your class mirrors national demographic trends, approximately 20% to 25% of women students will have been raped or will have suffered attempted rape; as many as 1 in 3 of your female students may currently have or have had an eating disorder; a good portion of your students will have inflicted or suffered physical, emotional, and/or sexual abuse in their families and/or in their current and past romantic relationships. In addition, many of your students will have families that are or were dysfunctional due to alcohol, drugs, disease, or other factors. Some will have suffered racial slurs and class exclusion; others will have endured sexual harassment and gender discrimination; and still others will have lost jobs and perhaps suffered blows to their self-respect. Almost all of your students will have experienced unrequited love, betrayals by friends, and other ordinary, but nonetheless disturbing, interpersonal casualties.

*Communication Mosaics* does not dodge these difficult topics, but addresses them as real, if unfortunate, aspects of modern life for many people. It is impossible to write about interpersonal, social, and professional communication in this era without recognizing that it has a dark side, as well as a joyous one. Our belief as teachers is that it is more constructive to acknowledge and deal with difficult issues than to ignore them. Students are usually willing to face sensitive and even painful issues if they understand that you, their teacher, are also uncomfortable at times.
We tell our students frankly that we are wresting with some of the same issues that they are and that sometimes we wish we didn’t have to. This admission by an instructor gives students “permission” to be upset, while also inspiring them not to avoid troublesome topics and issues in our lives.

**Ethnocentrism.** A common challenge in teaching this course (and many others) is teaching students to be aware of ethnocentric perspectives and to resist ethnocentrism in their own thought and action. Ethnocentrism is a viewpoint that assumes one’s own culture is normal, right, and the appropriate universal standard for judgment. Ethnocentrism may be conscious—for instance, a student may be aware that norms for eye contact vary among cultures, yet believe that the conventions of his or her own culture are right, or best. More often, students are not aware of their ethnocentrism. They assume the communication practices they have learned are normal and right, and they automatically apply the standards of their culture to everyone without realizing that the standards themselves are arbitrary and culturally constructed.

Ethnocentrism fuels divisions between people of different races, genders, classes, ages, abilities, sexual orientations, and so forth. In an era marked by increasing diversity, teachers have a responsibility to help students become aware of ethnocentric thinking in themselves and others and to learn to recognize and appreciate varied and reasonable ways of living, acting, and believing. In fact, the ability to develop this awareness might be one of the most “critical” of all our skills in the 21st century as technology increases our social and professional worlds to include ever more diverse perspectives and voices. The textbook facilitates meeting this responsibility, since it weaves cultural diversity throughout discussions of all aspects of communication. Within the text students will encounter commentaries by women and men of different races, sexual orientations, religions, and cultures. In addition, the text shows how cultural constructions of race, gender, sexual orientation, class, and age affect self-concept, communication styles, and patterns of forming and sustaining relationships.

There are several ways to fortify the text’s attention to diversity in your class. First, it is important to emphasize diversity in lectures and discussions. Nonverbal behaviors, perception, listening, friendship, team communication, public speaking, and other topics may be taught in ways that represent the views, values and communication practices of a people with differing backgrounds and ethnic identities. Reviewing the case studies that appear on the students’ CD-ROM profiling diverse students may also heighten awareness of diversity. In Section II of this resource manual we also suggest several strategies for each text chapter to increase awareness of diversity through activities and films that highlight these concerns and develop appropriate skills.

Incorporating social diversity into the content of your course, however, only enlarges students’ awareness of the range of ways in which people communicate. This doesn’t necessarily heighten students’ sensitivity to ethnocentrism or their ability to avoid it in their reasoning. Additional effort is needed to increase awareness of the tendency to use our own culture as the standard for judging other cultures. It is this extra effort to increase awareness of ethnocentrism as a basic reasoning error that helps to foster the development of critical thinking as a social skill as well as a rational tool.
Finally, both diversity and ethnocentric standards of judgment are emphasized by the exercises included in Section II of this resource book. There we describe a variety of activities that can enlarge students’ awareness of social diversity and of ethnocentric standards and practices. These activities also serve to enhance students’ critical thinking skills—especially when combined with the study of reasoning fallacies.

**Communication Apprehension.** Communication apprehension is experienced by a number of students, particularly in required courses. That topic is dealt with in Chapter 13 of *Communication Mosaics*. It is possible and sometimes desirable to deal with communication apprehension in the early part of the course by assigning the first Section of Chapter 13.

**Development of Public Communication and Speaking Skills.** One of the greatest challenges in the basic course can be a pragmatic one: how to provide students with all the necessary concepts, skills, and presentation tools to give a solid presentation by the end of the term and yet still cover the other exciting and important topics in the basic course. This is especially crucial in basic/hybrid courses that prepare students to take (and pass!) university-wide assessment requirements for presentation skills at the end of the term.

The best way that we’ve found to meet this challenge is to begin introducing public communication concepts and skills, preparation exercises, and informal speaking opportunities early and throughout the course, rather than leaving it all to the last few rushed weeks of the semester. Making public communication concepts and skills part of the daily and ongoing classroom experience early on helps to lessen uncertainty and apprehension and to provide more time for students to adequately research, evaluate, and prepare their materials for presentation. In Section II of this guidebook you will find a variety of activities that are designed to help integrate and enhance attention to public communication issues throughout the term. Section II also contains more resources for developing critical thinking and presentation skills and for empowering student voices in public contexts through the analysis and construction of ethical and effective public presentations.
CREATING AN EFFECTIVE CLASSROOM CLIMATE

Effective teaching requires more than competence in the content of a course. Because that content exists within a context, teachers must create a learning environment that supports the content and goals of their courses. The climate, or overall mood, of a classroom sets the tone for what will happen in a course. Classroom climate affects what is said (and not said), what is learned (and not learned) and how students feel about themselves and about interpersonal communication.

Most instructors of introductory courses in communication desire a classroom climate that is inviting, psychologically safe, and personally and intellectually stimulating. This kind of climate increases the likelihood that students will feel comfortable talking openly about issues, questions, and problems related to their communication. Our experiences, and those of other instructors of basic communication courses, suggest that openness, involvement, respect, and a sense of community foster an effective classroom climate. Cultivating these qualities in your classroom will enhance interaction and learning.

Crafting a supportive climate and vibrant community in the classroom is particularly crucial to student comfort and success within interpersonal and small group contexts. Our experience has been that when students feel that their egos are safe, that their ideas are worth considering, and that their instructor and peers will respond with respect and interest to their efforts, they are more likely to invest energy and enthusiasm into their interactions and presentations. This makes sense because when we can forego the energy that is expended on ego-protective behaviors, we are much freer to develop our intellectual and creative abilities. Creating an effective classroom climate empowers students to more fully and safely explore their abilities in both interpersonal and public communication.

Openness

An open classroom climate is one in which students feel it is safe to be honest, and where they feel their ideas, feelings, and questions are valued. They feel free to disclose moderately personal information and to talk candidly about issues in their lives. This openness is encouraged by openness on the part of the instructor.

The instructor sets the tone for openness by how she or he acts in the first meeting of the class and in all subsequent meetings. Creating a sense of openness begins on the first day of class when the instructor introduces the course and himself or herself. Instructors who reveal personal information and tell students personal stories model openness in the class. Openness is also encouraged when instructors honestly admit their own struggles with some topics in the course. Acknowledging your own uncertainties informs students that it’s acceptable for them to be unsure and uncomfortable at times.

Openness is further established by how instructors respond to students’ comments. When students express ideas, opinions, or feelings, the instructor should respond with interest. Encouraging a student to elaborate on a comment, offering your own experiences in response,
and referring back to the comment during the class session are ways to communicate that students’ contributions are valued. This is especially important in the first few meetings of a course that set the tone for all that follow.

**Involvement**

A second quality of effective learning environments is involvement. Involvement exists when students are personally engaged with material and each other and when that engagement translates into constructive participation in the class. Students who feel personally involved and engaged in a course will participate actively in classroom discussions and will learn course material.

Students generally enter the basic communication course with a high level of interest and years of experience in communicating with others. Even so, students are not always immediately involved with class material and other students. Some students are shy; others are unsure of their feelings and ideas; and still others are accustomed to a teaching style in which students are expected to be passive, quiet note-takers. Thus, instructors need to invest effort to create an involved climate for interacting and learning.

As with openness, involvement is developed from the first meeting of a course. The initial session should set a tone that invites students to become directly and personally engaged with the material and each other. During the opening discussion with a new class, it is useful to make a point of asking individual students what they think about particular issues and/or current events that pertain to the course. Prior to the first meeting, you may want to identify two or three topics about which you will ask students: Do labels really matter—does it make any difference whether we say Negroes, Blacks, or African Americans? Should laws be changed to recognize lesbian and gay marriages? Are Americans too individualistic and competitive? Is verbal or nonverbal communication more important in friendships? Are effective leaders born or made? How does e-mail communication differ from face-to-face interaction? Are there differences between online and “real-time” interactions and relationships? What does it mean to have a “voice” in your community or society?

Engaging students in conversation about issues takes some effort. Most students don’t expect to speak up, particularly on the first day of class. Thus, they may feel awkward at first. This is natural. Students will transcend their initial unease if you encourage them to speak up and if you take their responses seriously. When a student replies to a question you pose, it is important to respond personally to that student. You may wish to remark on the quality of the comment or to offer your own perceptions on the topic. One effective strategy is to assign some sort of icebreaker (see activities). Such activities can be carried out throughout the first few weeks of class in an effort to continue breaking down interpersonal barriers. Small group activities can serve as another instructional strategy for students who feel uncomfortable speaking in interpersonal, small group, and public contexts such as the classroom.

Involvement means more than having students respond to their instructor. An involved class is one in which students respond to each other as well. Thus, it’s important that you encourage students to talk with each other, as well as with you. One way to do this is to ask a second
student to comment on what the first one says: “What do you think about Erin’s idea?” “Have you had the same experience as Erin?” Continue posing questions and engaging students in dialogue with you and each other until you sense that they feel comfortable being actively involved.

Involvement is also generated when students apply course material to their personal lives. The Sharpen Your Skills features in the text encourage students to practice communication skills and perspectives discussed in the text. In addition, personal involvement is facilitated by many of the activities and reflection exercises discussed in Section II of this resource book.

One particularly effective way to heighten students’ personal involvement with course material is by assigning the Communication Journal. This is a project that propels students to reflect throughout the term on issues and topics covered in the course. In Section II of this resource book we recommend journal assignments appropriate for each chapter in the text. Some instructors reserve class time on a weekly basis to have students share what they’ve learned about interpersonal communication by completing the journal assignments.

You might also decide to assign students the responsibility of leading class discussion, drawing from the section on Discussion Questions.

**Respect**

Respect is another vital quality of an effective learning climate for basic courses in communication. Both openness and involvement prosper in a climate of respect; neither is likely when respect doesn’t exist. To be open about their thoughts and feelings, students must feel that what they say will be respected.

The instructor must model an attitude and climate of respect. To do this, it’s appropriate to show curiosity and interest when students state points of view that expand or challenge material presented in the text and in class discussions. Instructors may also assume the role of devil’s advocate to voice perspectives that don’t surface in class discussion. Respect for differences is also modeled by how teachers respond to students who challenge them and their ideas. If you respond defensively to a student who disagrees with your point of view, the class will realize that respect is not granted to ideas that diverge from yours. When the first challenge from a student emerges (and it always does), respond to it with regard and interest, and you will embody the attitude of respectfulness and civility that you want students to adopt in the course. **Note:** You needn’t forego or suppress your education, experience and expertise to respond to fallacious or ethnocentric student opinions with respect and good-natured curiosity—like the Socratic method, responding to students with respect means essentially communicating to understand, and modeling effective paraphrase and questioning in listening and responding to them. Once a student feels listened to, heard and understood (and accepted) by you, you can share your perspective, too, without alienating the student or discouraging others from speaking up. The important point is that you shouldn’t cause students to “lose face” in their interactions with you; instead, promote ego-supportive communication climates and behaviors.
Finally, you will need to monitor communication in your class to make sure that respect for diversity is sustained. It is inevitable that at some point in the term students will deliberately or accidentally violate the course policy of respecting diversity. If a climate of respectfulness has been established, infractions are usually subtle. Nonetheless, they offer important teaching opportunities in which you can heighten students’ awareness of exclusionary communication practices. For example, a student might inadvertently use a male generic term, which excludes women. Similarly, a student reporting on an analysis of nonverbal aspects of campus buildings might fail to notice whether buildings are accessible to people with disabilities. In moments such as these, correction is not required. Yet, an opportunity to educate exists. Students should be encouraged to recognize subtle, as well as blatant, forms of disrespect, exclusion, and dismissal.

**Sense of Community**

A final quality of a vibrant classroom climate is a sense of community. This exists when members of the class see themselves as a group or community that is collectively engaged in learning, exploring, and enriching their understandings of communication and human activity. We can recommend four methods for enhancing the sense of community in a class.

**Knowing Each Other.** The minimum condition for a sense of community to exist is that members of the community know one another. Thus, it’s desirable to have class members learn each other’s names. A get-acquainted activity, or icebreaker, such as the “Name Game” or “Name Bingo” during the opening classes helps students learn names and encourages a personal atmosphere in the class. Section II of this resource book describes several popular and effective icebreakers. Or, you may prefer one you have used successfully in previous classes. Knowing each other can be reinforced throughout the term with group exercises and “field trips” that encourage diverse students to interact.

**Involvement.** A sense of community is also fostered by direct involvement among members of the class. Students have learned to respond to teachers and to ask teachers questions. However, they often don’t engage one another without prompting by the instructor. As noted previously, the teacher can encourage students to talk directly with each other. Ask several students to respond to what another student says, invite students to debate ideas, highlight relationships among ideas offered by different students, and refer back to comments students have contributed.

**Sharing Responsibility for Course Design.** Another way to heighten a sense of community in your classroom is by allowing students to participate in designing portions of the course. Your experience and judgment will lead you to make a number of decisions about what to cover and how much time to devote to various topics. Yet, you can still allow students some involvement in sculpting the course. For example, you might reserve two or more days at the end of the term for topics of special interest to students. When Julia has done this, students have asked her to prepare material on dual career marriages, which many of them envision as in their future, and managing long-distance relationships, which many of them anticipate or are already experiencing. Another class wanted to expand the text’s coverage of violence in intimate relationships. A third class suggested having a counselor talk about techniques for reducing communication apprehension. By allowing students a voice in the content of their course,
teachers empower them, demonstrate respect for students’ judgment, and cultivate in students a sense of personal and collective responsibility for the overall course.

You can also invite students to submit possible test items, some of which you then include on their tests. This not only increases their involvement in the classroom community, but also encourages them to study material closely. Be aware that if you invite students to propose test items, you should plan to include a number of their suggested items on your quizzes and exams. To not do so is to disrespect their contributions.

Class Business. A final suggestion for building a strong sense of community is what Julia calls “Class Business.” This is a span of time set aside at the beginning of each class meeting for discussion of observations, experiences, news items, films, and so forth that pertain to communication. Class business achieves three important pedagogical goals. First, it prompts students to notice communication issues in their lives and in society. Second, it allows students and teachers to discuss valuable topics beyond those designated on the formal syllabus. Third, it demonstrates, often dramatically, the relevance of course material to the everyday life of individuals and society.

Julia first invented Class Business in 1989 in her course in gender and communication. She and her students thought it was effective in heightening both involvements with course material and the sense of community. Since 1989 she has routinely included Class Business in all of her courses, and invariably students praise it in their final course evaluations.

To make class business work effectively, the instructor must initially fuel interest. Most students have not had classes in which time was reserved for discussing how course material applies to their everyday lives. Thus, they are unsure how to participate and whether the instructor is really serious about taking time to talk about “real life.” Students’ unfamiliarity with discussing connections between course material and everyday life places a presumption on the instructor to fuel initial interest.

At the beginning of the second class meeting, ask whether anyone has any class business. Typically, nobody volunteers anything so early in the course, so come prepared with news clippings and observations, which you can discuss with students. For example, in the fall of 1994, newspapers around the country published research that indicated styles of loving are learned, not biologically pre-wired. Julia brought one newspaper’s story to class and a lively discussion ensued.

Topics related to interpersonal and small group communication are numerous and never hard to find in the popular press and in everyday activities—particularly if you are a regular Internet “surfer.” In that case, you can easily set up an Internet “newswatcher” or “news clipping” service that will automatically scan and save news reports that match your specified interests and can be as easily retrieved and printed as your e-mail messages. For example, website such as CNN (http://cnn.com) have “custom news” page options that can be used to generate class discussions.
After two to four class meetings in which you initiate discussion of class business items you have brought, students will begin to bring items and observations of their own. Indeed, our experience is that the dilemma is not kindling students’ interest in class business, but rather preventing class business from taking over the entire class period. To avoid this problem, it’s appropriate to impose a time limit of 5 or 10 minutes for class business each day. Or, if you have the technological resources to do so, encourage students to continue the discussion later in an on-line chatroom, discussion board, or listserv reserved for class business discussions.

**Special note:** Class business is an important part of the course, not as something other than what the course is about. This implies two things. First, discussion should focus on communicative dimensions and implications of class business items. Many topics the students initiate are significant on multiple levels including sociological, psychological, educational, and political. These dimensions of issues may be noted, but class discussion should focus on communicative aspects of topics. A second implication of treating class business as an important part of a course is that it should be included on tests, just as other important material in the course is included on tests. So that students understand what is expected of them, you should explain that class business is an integral facet of the course and that they are as responsible for studying what is discussed during class business as for any other material covered in class meetings. Then, be sure that every test you give includes at least two items pertinent to class business.
APPROACHES TO TEACHING THE COURSE

*Communication Mosaics* is designed to accommodate diverse teaching goals, styles, and philosophies. Each approach to teaching can be appropriate and effective in some circumstances. Decisions of which approach to use for a course, or for individual units within a course, depend on the instructor’s teaching philosophy and goals, the expectations of her or his campus, and the needs and abilities of students.

Here we will discuss four approaches to the basic course and explain how the text supports each one.

**Conceptual Approach**

The conceptual approach focuses on concepts, theories, principles, and research findings. It is appropriate for instructors whose goal is for students to learn *about* communication. The conceptual approach is also appropriate and often expected at universities that place a higher priority on conceptual learning than development of practical skills.

For courses adopting the conceptual approach, students are expected to study, retain, and recall specific information and to understand theoretical explanations. Underlying this approach is the assumption that knowledge translates into action. Thus, it is assumed that by learning about communication principles and theory students will become more competent in their communication practices.

This approach requires the instructor to present and explain information, research findings, and theories. Usually instructors do this by breaking material down into component parts, each of which is explained individually and then related back to the overall topic of discussion. For example, in teaching attachment styles an instructor could begin by defining attachment styles and discussing research on their relevance to adult relationships. Next, the instructor might discuss each of the four attachment styles in some depth, focusing on the verbal and nonverbal components of the styles. The teacher would provide examples to clarify concepts and would summarize supporting research. Student learning could be assessed by their ability to define attachment styles and to recognize communication behaviors associated with developing and embodying each style.

Lectures and discussions are the predominant methods of teaching when a conceptual approach is employed. Activities and exercises play a subordinate role in learning. Activities are used to enhance conceptual understanding, rather than personal application and skill development.

*Communication Mosaics* contains ample conceptual material and it covers both classic and current research and theories on human communication. Instructors may also extend the text’s coverage by elaborating topics they consider especially important. The conceptual approach to learning also invites research by students. Instructors can increase students’ knowledge by assigning or allowing students to assign themselves topics for individual term papers or group
projects. Ideas for term papers and group projects will be suggested later in this Section and throughout the chapters in Section II.

The Multimedia Presentation and Lecture Tool available with *Communication Mosaics* may be very useful to you if you use a conceptual approach. This tool contains lecture slides of course materials, which you can edit to suit your personal needs. More information on this tool is available in Section II of this resource guide.

**Skills Approach**

A second approach that is favored by many instructors of the basic communication course concentrates chiefly on behaviors and behavioral change. The skills approach emphasizes practice and application of effective interpersonal, small group, and public communication behaviors. This pedagogical approach assumes that understanding theory, research, principles, and concepts doesn’t guarantee effective personal action. Thus, attention to conceptual material is limited to what is necessary to the development of effective communication behavior.

A skills approach to teaching emphasizes learning effective communication behaviors and incorporating them into personal behavioral repertoires. For example, to teach the unit on listening an instructor would highlight important listening skills and should provide opportunities for students to practice effective listening skills through role plays and other “hands-on” experiences. Of course, most approaches to public speaking are skills based, requiring students to demonstrate their learning and ability through actual performance.

Activities, exercises, and performances play a prominent role in the skills approach to teaching. These guide students to become proficient in particular communication skills by giving them opportunities to practice the skills with professional guidance and feedback from an instructor. Discussion of activities subordinates attention to conceptual understanding in favor of emphasis on particular communication behaviors and their effects. Student learning is assessed by competence in enacting particular communication skills.

*Communication Mosaics* supports a skills approach to the basic communication course. Within the text, *Reflect, Discuss, Apply* section of each chapter contains a list of activities for students to better help them understand concepts as well as try out new skills. And, because *Interpersonal* and *Small Group Communication and Presentational Skills* are a major focus in many basic courses, each chapter includes step-by-step activities to guide students in learning how to communicate in these settings. In addition, Section II of this resource book and online resources at *CourseMate* that includes a student workbook, Weblinks, TED Talks hyperlinks, activities, chapter glossary, flash cards, and interactive video activities allow students to assess their current communication skills and to develop and practice more effective communication behaviors.
Combined Approach

Many instructors combine conceptual and skill emphases to create courses in which students are expected both to understand theories, research, and concepts and to develop effective communication skills. Underlying this approach is the assumption that conceptual learning is essential to, but not the same as, effective practice. In other words, conceptual understanding doesn’t automatically translate into improved behaviors.

Instructors who favor the combined approach may rely on inductive or deductive teaching strategies. The inductive method first immerses students in communication activities and then guides them to see how particular theories, concepts, and principles apply to those concrete situations. The deductive approach begins by explaining theories, principles, and concepts and then encourages students to apply those in pragmatic communication situations.

Lectures, discussions, activities, performances, and written assignments can all support teaching from the combined approach. Many instructors engage in lectures and discussions on some class days and reserve other days for exercises that allow students to apply conceptual material. Alternatively, some instructors blend activities and lecture-discussions in single meetings of classes. Still other instructors may use a combined approach for one section of a course while focusing more heavily on concepts or skills in another.

Communication Mosaics is an ideal text for teachers who want their students to have both conceptual and practical knowledge of communication. Using the text, instructors can point out to students the relationships between theories and principles and effective practice. For example, the combined approach is useful for teaching about the ways that we perceive others. The text describes four schemata (prototypes, constructs, stereotypes, and script) and explains how they work together to guide our perceptions of others. A Reflect, Discuss, Apply activity in the text invites students to identify the schemata they use in assessing others. Activities covered in Section II of this resource book provide additional resources for connecting conceptual material with everyday experience.

Springboard Approach

A fourth approach uses the textbook as a springboard for a course. The text serves as a foundation, but it doesn’t define the scope of material that is covered. This approach is not appropriate for students who have limited background knowledge, low internal motivation to study and learn, or minimal skills in independent learning. It can be effective with students who grasp material quickly and who are highly motivated to learn. Classes for Honors Students, who are academically gifted, are especially appropriate for the springboard approach.

Instructors who favor the springboard approach tend to implement it in one of two ways. Some instructors designate the first portion of the course for discussing the textbook. The remainder of the course is then used to go beyond the textbook. Extended coverage may be the responsibility of the teacher, students, or both. Teachers sometimes like to use the basic information in the text as a springboard for a specific focus on communication topics that they investigate in their own research. For instance, one of Julia’s colleagues studies abuse between intimate partners, and he
includes a substantial unit on this topic in his course. Another colleague is particularly committed to better communication between races, and she reserves one third of her course to teach students about different communication styles used by different races and to improve their skills in interacting with members of various racial groups. Some teachers choose to let students define some or all of the units to be covered after they have read and discussed the textbook in the first portion of the course. Students often develop very effective class presentations on communication topics within this approach.

A second way to implement the text with a springboard approach is to integrate it into teaching throughout a term. Following this plan, instructors clarify textbook readings at the outset of each new unit in a course. The remainder of class time is used to supplement, extend, and elaborate what was covered in the readings. This method allows students to rely on their textbook throughout the term, so it is a consistent facet of their learning and a common thread in their experience of the course. The Communication Journal exercises would be good resources for this approach because they allow students and instructor to regularly check their understanding of the text readings.

Communication Mosaics lends itself well to a springboard approach to teaching. Like most introductory texts, breadth of coverage is emphasized over depth. Thus, a range of topics are introduced and discussed; yet extended treatment of particular topics is not possible. This creates an abundance of opportunities for expanding coverage of specific topics that meet the needs and interests of particular instructors and students.
RECOMMENDED MAJOR ASSIGNMENTS

A number of assignments can enrich students’ learning. In addition to exams and in-class exercises, we include here major types of extended term assignments to heighten students’ involvement with the course and their awareness of communication processes in their everyday lives. We will discuss:

- The Brief Communication Journal Assignment
- The Extended Communication Journal Assignment
- The Research Article Review
- The Experiential Learning Assignment
- The Interpersonal Communication Research Paper
- The Concept Application Paper
- The Community Builder Information Gathering Interview Assignment
- The Professional Interview Assignment

The source for some of the assignments is: Bethea, L. S. (2000). A guide to interpersonal communication: Student handbook. Alliance Press/Thomson Learning. Other assignments are not attributed or are public domain.

Assignment #1: Brief Journal Assignment

This is a major class assignment that encourages students to think about and apply material covered in the text to their personal lives. Each journal requires 2-3 pages of writing and the use of 4-5 concepts from the textbook/class discussions. You may choose 3 out of the 5 options provided below.

Journal 1: For this assignment, think about some of the people whom you have met since the beginning of this semester. How did you decide which people you would like to get to know better, and which you were not as interested in? What were your perceptions of these people prior to really getting to know them better? How were your perceptions changed? Be honest with yourself! What do you think their perceptions of you were and how do you think those perceptions have changed? As you look at your perceptions and the attitudes that you discover, are there any attitudes that you would like to change? If so, which ones? What can you do to start the change?

Journal 2: Remember a time when you heard someone call someone else using a word that made you react. How did you react? Why? Did you say something? Why or why not? Has anyone ever called you by a word that you didn’t like? What was it, and how did you react? Have you ever called someone by a word that you thought was fine, but they didn’t? What happened?
Journal 3: For this journal, you are to act nonverbally in ways that are in complete discord with “normal” nonverbal communication. In other words, you might be standing in line and refuse to move forward when the line moves. You might be walking backwards across campus. You might be crying when you were supposed to be laughing. Pay close attention to the reactions that others give you. How do they react? What nonverbal communication do they rely on to convey to you how they perceive your communication?

Journal 4: Describe your experience in the group that you recently participated in. Are you satisfied with the quality of communication? How did communication in your group affect your work? How did communication in your group affect the outcome of your presentation? What were the group’s strengths and weaknesses? How might you improve the situation prior to your next project?

Journal 5: Think of an organization to which you belong. Identify rituals and rites in that organization and explain what they mean. What do they mean to you? What does it mean to participate?

Journal 6: For this journal, think about how you perceive yourself. Monitor your communication for a few days. How are you communicating with others? How do you organize your perceptions? What does your communication reveal about your cognitive ability? Is there anything that you find disturbing about your communication? Then check your observations with someone else. To what extent do you agree with their perceptions of yourself?

Assignment #2: Extended Journal Assignment

The purpose of keeping a communication journal is to encourage awareness, reflection, and insight into your (and others’) communication interactions. Your tasks for keeping the journal are as follows:

1. Keep a separate notebook or bound journal for this assignment. Those of you who wish to computerize your notebooks may do so.

2. Once each week, describe in as much detail as possible a communication interaction you were directly involved in, that you witnessed, or that you can recall. In this description include things like the physical and psychological context, nonverbal communication, verbal communication, your own thoughts or feelings, etc. You may also choose to expand on topics raised in course discussions and readings.

3. After you have described the communication interaction, analyze, and critique the experience using particular concepts and/or issues covered by the textbook for that week. Each entry should be at least 2-3 pages in length.

4. Turn in your journal twice during the semester. It will be evaluated on the criteria of organization, originality, clarity, insight, and intellectual honesty.
Sample Journal Entry

Journal Entry for Chapter 6
Reprinted with permission of Jeremy Losee

Mindfulness, as it is stated in the book occurs when we decide to focus on what is happening in the moment. Also when someone is mindful, you don’t think about what you did yesterday, or the report that you are reading. I have a tendency not to be very mindful in my conversations. As it is stated in chapter six of the text, mindfulness isn’t a talent that some people have and others don’t. Mindfulness requires that the person have an ethical commitment to attend fully to some other person.

I especially have this problem when I am talking to one of my friends from high school. The other day we went out so that I could take her out for her birthday. We are good friends, but at times seem to have problems connecting, and there can be considerable time elapse in between the times we see each other. So, the other day we went to out to have pizza at her favorite place.

We were placed in a section of the restaurant that was not busy; in fact we were the only ones there for the majority of our stay there. It had been about six months since we had seen or talked to each other, as both of us were very busy with work from school. My friend has this incredible desire to do well in school and is able to apply herself fully to her studies, something that I am envious of.

So as we sat there in the restaurant drinking and waiting for our food we had an opportunity to catch up. The conversation was going very well for the most part, we were catching up on what we had been doing, who we had seen recently that we went to school with, and what people had plans to be married and so forth, the usual catching up material. But as I usually do, I was catching myself drifting away from listening to the conversation and being mindful to just hearing the conversation, and making it look like I was paying attention.

This is something that I have always done with a great many people, but for some reason, every time that we get together I tend to do it more with her. Jane has a tendency to talk and talk and talk, and not really let you have a chance to put your two cents in on a specific topic. Usually by the time that that topic is over, she is onto the next, or even one after that, and then once I am able to speak, I usually am back on the previous topic.

The conversation that takes place between us always seems to be like this. Jane seems to be able to just talk off the top of her head and does not really put a lot of thought into what she says. But I seem to have the tendency to think about what I am going to say to her, and during that time I tend to be zoned out of what she is saying, so now I am even further behind with what she has said.

This went on for most of the evening during our conversation. Jane would continue to talk about her best friend, and what Jen was up to, and I found myself trying to make up something, or find something that would be comparable to go along with the conversation that is taking place. At the same time that my mind is doing this, I am sitting there playing with my straw in my water. What a stupid thing to include with a drink, a free built in distraction tool that is used for non-verbal communication in this case.

21
I continued to play with my straw the entire night. I don’t know what it was, I was trying to pay attention, maintain eye contact and be mindful of the conversation that I was having with Jane. As I was now starting to pick up on these signs, thanks to the information that I have learned in this class, I was trying my best not to be communicating my apparent un-involvement with the conversation we were having.

It does not seem to matter if this conversation were to take place at even a less busy place where there was no one around and no distractions. When the conversation was finally over I sat and reflected on what had gone on, and kept noticing the signs that I was communicating my distractions through my straw, and wondering why I can never get a word in edgewise. I was glad that we had the opportunity to get together, and catch up. I really enjoy spending time with her and would like to continue to do so. But I am now more afraid of the communication that I am doing that I am not really even aware of.

I tended to select and organize only parts of the conversation that I was having with Jane, and that is bothering me. I mean there were not many distractions in the restaurant, and still I could not seem to concentrate on the task at hand, listening and catching up with an old and close friend. As I sit and reflect on what did transpire, I am noticing that I may be carefully choosing words to avoid bringing out my true feelings towards Jane.

I think that she is a very nice girl, and would like to pursue something a little more serious than friendship, but to this date that has never happened. I guess that I am afraid to tell her what I really feel, and am trying to say things that make me look intelligent and what I think she wants to hear. Every time I think I have the right moment to tell her, I find out about a mysterious boy friend, which according to her mother does not exist.

Maybe some day in the not to distant future, like after I complete this class I will be able to communicate everything that I want to in the ways I want to communicate it. I would say that this conversation has opened up my eyes to some of the different and subtle ways that I am communicating without realizing it. Also, I do not tend to communicate everything that I am feeling, whether it be in both verbal and non-verbal form. All of this will eventually result in a positive outcome in my life. I will be able to communicate my true feelings without having to be shy and scared about the outcomes, and the possible rejection that is associated with these communications.

References
Assignment #3: Research Article Review

RESEARCH ARTICLE REVIEW
Due Date: Friday, 01/01/2009
75 Points

You are to select a scholarly communication article from an academic research journal (see the list on back), published within the last five years. In a full, two-three page write up that abstracts the most important components of the article, please address the following:

1. Give a full citation for the article using APA or MLA publication format. (If you are not familiar with the structure of these citation styles, check at the library, the bookstore, or on the World Wide Web for the latest versions produced by the American Psychological Association (APA) or the Modern Languages Association (MLA).)

2. Clearly state and explain the hypothesis or research question(s) that drive the author’s study. In other words, what communication aspects does the author deal with?

3. Describe how the author conducted her or his research. That is, what was the design of the study used by the author to answer the research question(s)?

4. What results or findings does the author claim? And, what are the implications and/or relevance of those findings, according to the author?

5. Comment on what you see as the strengths and weaknesses of the article. That is to say, what did you like about the author’s research and reporting, and why? Also, what parts of the study and write-up do you feel could be improved, and how?

6. Paper clip the first page of the article to a paper copy of your write-up and give me an electronic copy of your write-up.

Below is a partial list of academic journals that treat issues from the discipline of communication studies. You can browse issues of these journals, looking for an article that interests you. Don’t feel limited to this list, but if you have doubts about the academic rigor of another journal, please check with me before using it. Note that some of these journals will not be available in the library and you might have to wait a week or two while the article you want is sent through interlibrary loan.

**Communication Journals**
- Argumentation and Advocacy
- Communication Education
- Communication Monographs
- Communication Quarterly
- Communication Reports
- Journal of Applied Communication Research
- Journal of Broadcasting and Electronic Media
- Journal of Communication
### Related Journals

<table>
<thead>
<tr>
<th>Journal</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Research</td>
<td>Journal of Communication and Religion</td>
</tr>
<tr>
<td>Communication Research Reports</td>
<td>Journalism Quarterly</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>Philosophy &amp; Rhetoric</td>
</tr>
<tr>
<td>(formerly Central State’s Speech Journal)</td>
<td>Quarterly Journal of Speech</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>Southern (Speech) Communication</td>
</tr>
<tr>
<td>Critical Studies in Media Communication</td>
<td>Text and Performance Quarterly</td>
</tr>
<tr>
<td>(formerly Critical Studies in Mass Communication)</td>
<td>Western Journal of (Speech) Communication</td>
</tr>
<tr>
<td>Howard Journal of Communications</td>
<td>Women’s Studies in Communication</td>
</tr>
<tr>
<td>Human Communication Research</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the journals listed above, the reference area of the library has a set of books called Communication Abstracts. These volumes provide short descriptions of communication articles along with citations so you know where to find the complete article. There is an index in the back of *Communication Abstracts* that you can use if you are looking for studies that examine a particular aspect of communication. Also check the *Psychological Abstracts* and the *Sociological Abstracts*.

### Assignment #4: Experiential Learning Assignment

**Purpose:** To provide students with an opportunity to work with other group/team members in leading the class in a small group experience. The assignment is designed to teach principles relating to the small group process.

**Requirements:**

1. Each group/team member must be equally involved in the assignment. If a group member does not participate in the planning process, the group may decide if s/he will take part in the exercise provided these guidelines have been considered.
   a. Groups/Teams need to give a failing member advance notice that s/he is not meeting the group’s expectations.
   b. The group/team member should be told specifically what s/he needs to do to remain in the group and be given a chance to correct the behavior.
   c. Groups/teams are discouraged from dismissing their members at the last minute prior to their group presentation.
2. Since the focus is on experiential learning, the group should facilitate class participation as much as possible; remember this is not a formal presentation to the class (see grading sheet for details).

3. A handout should be provided for every class member. This should include the basic concepts discussed and a bibliography of source material.

4. Each group must present a different concept. Choice will be based on a first come, first serve basis. Once a topic is chosen, no other group is allowed to present it.

**Evaluations:**
Each group/team member will receive the same score for this project. The exercise is worth up to 100 points (see criteria grading sheet).

**Possible concepts for consideration:**
- Gender issues in groups
- Group cohesiveness/groupthink
- Group decision-making
- Group rules and norms
- Groups vs. Teams
- Impact of culture on group behavior
- Impact of technology on small groups
- Interpersonal/Intergroup conflict
- Leadership in small groups
- Nonverbal elements
- Sexual harassment

Your instructor may include additional concepts, or your group may choose a concept not listed here, subject to approval by the instructor.

**Guidelines to consider:**

1. Climate setting (ice breaker or opener): A brief activity or demonstration that stimulates interest, warms up the group, or sets the stage for the learning activity. Icebreakers allow people to get to know each other better. An opener focuses on content, and also gives a reason for why this subject is important to the participant(s) and how it could be useful.

2. Goal Clarification: A goal is a general statement of what the leaders hope to accomplish. It is important, either verbally or in writing, to explain in a clear and concise manner to the group the goal or purpose of the learning activity. This time period is also a chance for the participants to ask questions to clarify the goals.

3. Learning Experience: The learning experience is an activity that participants do (as opposed to passively receiving lecture style) that accomplishes the goal. Common formats involve the participants working together in dyads or small groups. Experiences can include but not be limited to: role plays, case studies, a simulation, or games—an
activity governed by rules, involving a competitive situation, and having winners/losers (e.g., who wants to be a millionaire).

4. Processing: After the learning activity, the participants have a chance to express how they felt about the experience and their reactions to it. The experience is analyzed and reflected upon by the group.

5. Generalizing: Participants offer generalizations, summary statements, or principles that can be gleaned or inferred from the experience. For example, students may be asked to infer what principles of communication are illustrated by the learning experience.

6. Application: Using insights and conclusions gained from the previous steps, students identify how they could apply the learning experience to their own lives.

7. Closure: The leaders summarize the major events and points of the experiential learning activity. They refer back to the goal and ask the group if the goal was accomplished. Participants are thanked for their effort and cooperation.


**Assignment #5: Interpersonal Communication Research Paper**

**OVERVIEW AND REQUIREMENTS**

Each student will prepare a 4-6 page typed report of a film and/or a fictional, biographical, or other non-textbook of your choice which involves extensive relational contact among characters. You are conducting a mini-study of a specific communication phenomenon/a. The content of the film and/or book is considered your data. Your review will briefly summarize the film and then address specifically the interpersonal/relational communication concepts and principles reflected one way or another in the interaction of characters or observations of one character.

**PAPER ORGANIZATION**

The format for the paper should follow the guidelines delineated in the current APA Style Manual (found in the library or the bookstore). The parts of the paper include the title page, abstract, introduction, method section, results and discussion, and reference list. A brief description of each part follows:

**Title page:** Follow guidelines in the APA Style Manual. The first page of the manuscript contains the title of the paper, authors’ names, their institutional affiliations and the running head. The title summarizes the main topic or key variables studied and should be about 10-12 words in length. Avoid unnecessary words in the title, such as “An Experimental Study of…” or “A Research Investigation…” Examples of suitable short titles would be “Teacher Immediacy in the Non-traditional Classroom.” Or “The Effect of a Parent on the Adult Child Marital
Relationship.” The running head is an abbreviation of the title and should not exceed 50 typewritten characters counting letters, punctuation, and spaces.

Abstract: The abstract should contain the purpose of your paper, organizing criteria, and conclusions based on your analysis. It is a one-page summary of your entire paper—a very concise summary of the paper. Because this is all of the report that most people are likely to read, it must be accurate, self-contained, and concise. It should be about 100-200 words in length. Someone reading an abstract should be able to see at a glance what was studied, what was done, and the outcome. The abstract should contain the purpose of your paper, organizing criteria, and conclusions based on your analysis.

Introduction/Literature Review: The introduction tells the reader about the topic—what the issue is, what is known about it, and your specific focus. The introduction contains a statement of the problem, its theoretical and practical significance, and its place within a larger body of knowledge. Begin the introduction with a paragraph clearly indicating the topic under study. Following the opening paragraph, present what is known on the topic. This is your review of the literature. In this section you are telling the reader what other researchers have found regarding your specific topic (e.g., relationship). Stick to the essentials, that is, previous findings that are directly pertinent to your study. This is where you will cite prior literature. In the last paragraph of the introduction, define the key variables and describe the purpose or rationale of what you did in your study. This segment often includes specific research questions or hypotheses. Explain the purpose of the paper and significance of the topic. Provide a brief background to orient the reader. This section sets the tone of the paper. This section should: (1) argue for the importance of studying this relationship, (2) briefly review previous findings in the area, (3) describe the purpose of the study and rationale for performing it, (4) present an argument for your specific expectations for the study, and (4) close by presenting those expectations in the form of a specific research question or hypothesis. Remember that this should be the argument and justification for why you are doing the study, not simply a list of descriptions of other studies followed by a hypothesis.

Method section: The method section describes what you did and how you did it. Other researchers should be able to repeat the study from the account provided. The details are described in subsections under appropriate headings. Most methods sections have several subsections, depending upon your type of study. This section should discuss your procedures. Make this as clear, systematic, accurate, and comprehensive as you can.

Results and Discussion:
Results. This section typically outlines each step of data collection from exactly how the data was gathered, to analysis and reporting of the results. Extensive interpretations should be reserved for the Discussion section, but a quick statement of what you found and what it represents (i.e., support or not for hypotheses) is appropriate. Represent your results in any way that makes them easier for others to process (e.g., graphs, tables).

Discussion. This section should elaborate on the results, discussing how they relate to the Introduction and to your hypotheses, as well as their theoretical significance. You should summarize in an engaging way the significance of your work—what do we know now that we
didn’t know before? Discuss the limitations of your study—what were problems in the design? This is an opportunity to show that you understand concepts. Also, talk about what might be done in future research studies—what is the logical next step in research in this area? Be creative: there are no limits on studies you can suggest be done.

**Reference list:** Identify all references used/cited in the paper. You should have a reference list that provides a full citation for ALL references in the text. Citations should be in alphabetical order of the first author of each article and should not be numbered. The common number of references for a MINI-paper of this nature ranges from FIVE to EIGHT sources. Select references judiciously.

**Appendices:** The final section of the paper is reserved for materials that are too bulky to go in the text itself. This is a good place to put lengthy questionnaires or coding sheets, descriptions of how statistics were calculated, etc. I would also like you to include your raw data as an Appendix. Appendices should be listed by letter (i.e., Appendix A, B, etc.) and referred to in the text by that letter (e.g., see Appendix A). You should not include appendices that are not referred to in the text.

**HELPFUL HINTS**

The topic and what is known or theorized are presented in the introduction. The method and results sections are direct and factual. Interpretation belongs in the discussion. The manuscript is typed double-spaced with 1-inch margins, using a 12-point font.

Avoid plagiarism by placing quotation marks around any material that is quoted verbatim. To plagiarize is to pass off someone else’s work as one’s own. With material that is paraphrased or expressed in your own words rather than the author’s, be sure to provide a citation indicating the source and the year.

**WRITING STYLE**

If the nature of your research is “quantitative” (i.e., survey, content analysis, experimental design, variable-analytic, etc.), the use of first person pronouns such as “I” and “we” is strongly discouraged. Refer to yourself as “the researcher” or “the investigator.” By contrast, if the nature of your research is “qualitative” (i.e., naturalistic, ethnographic, rhetorical, etc.), then you are encouraged to weave your voice more prominently, throughout the paper. To gain a better sense of the appropriate use of “authorial voice,” pay particular attention to how published research is written in articles whose focus is similar to your project.

Words such as “data” and “criteria” are plural; the singular forms are “datum” and “criterion.” Note the differences between the simple plural (subjects), the singular possessive (subject’s), and the plural possessive (subjects’).

Use active rather than passive voice when possible (e.g., “Observers recorded the number of occurrences” rather than “The number of occurrences was recorded by observers.”) Use
nonsexist language—either make gender pronouns plural “they” rather than “he/she” or use “he or she”. Avoid jargon (unnecessary technical terms).

Double-check all the tables for misprints. Double check the names of people cited in the literature review and triple check the reference list at the end of the report.

Assignment #6: Concept Application Paper

In this assignment you are to engage one movie from the attached list, on a critical level. This means that I am asking you to apply the multiple communication concepts you have discovered through this course against the movie you choose. In other words, what you are doing is putting together theory (course concepts) and practice (the life world of the movie).

Specifically, you are to choose 7 of the 12 concepts below in order to: a) explain them and then b) show how they work in the movie. Your paper should be a minimum of 8 full pages in length and should not exceed 12 pages in total. The structure of the paper must follow this format (HOWEVER, DO NOT USE THESE HEADERS IN YOUR PAPER):

INTRODUCTION: (1/2 page) Preview your paper in this section.
BODY: (7-11 pages) Explain the 7 concepts and apply them to the movie in this section.
CONCLUSION: (1/2 page) Summarize and bring closure.

Grading Criteria
I firmly believe that we come into existence as human beings through our communication. And so, attention to the quality of our writing is tantamount to attention to improving the quality of our existence. Therefore, you should make every effort to answer affirmatively the following questions, not just to receive a good grade but also to constitute yourself as an enriched individual.

Mechanics (50 points): Is the paper typed (double spaced, w/ 1” margins)? Have you proofread until the spelling, punctuation, grammar, and syntax are flawless?
Style (50 points): Is your paper intelligible, and engaging of the audience’s attention because it is well organized, while the writing is lively and clear?
Content (100 points): Have you comprehensively explained each concept, and is your application reasonable, well thought out, creative, and insightful?

Communication Concepts from the Text (Choose 7 of the 12)
1. Communication as a foundation for personal life, relationships, professional success, and civic life
2. Regulative and Constitutive Rules guiding communication
3. Nonverbal behaviors of Kinesics, Haptics, Physical Appearance, and Artifacts
4. Nonverbal behaviors of Proxemics, Environment, Chronemics, and Silence
5. Ineffective Listening, Pseudolistening, Monopolizing, Ambushing, Selective, Defensive, Literal Listening
6. Self-Disclosure
7. Conflict
8. Cultural Adaptation, Resistance, Tolerance, Understanding, Respect, Participation
9. Significant & Generalized Others, Reflected Appraisals, Self-fulfilling Prophesy
10. Relationship Dialectics
11. Five Phase Model of Dyadic Breakdown
12. A communication concept from the book that is not listed here.

Assignment #7: Community Builder Information Gathering Interview

Adapted from Dr. Sheryl Friedley, George Mason University

1. Select someone who will enable you to learn more about a club, organization, or co-curricular activity either at your college or university, your local county, or at the national level. Two very helpful internet sites to get you started are Idealist.org (http://www.idealist.org/), which list thousands of organizations, and Volunteer Match (www.volunteermatch.org) that identifies local organizations based on your zip code. Note: do not interview a close, personal friend or family member.

2. Contact this individual; introduce yourself and your purpose. Ask if you can interview the individual for approximately 15-20 minutes about the club, organization, or co-curricular activity you’ve selected. Note: be sure that you explain you will need to audiotape the interview for your class and be sure that request is acceptable to the interviewee.

3. Develop an interview guide that includes the following: 1) a written introduction, 2) a written set of questions (10-15 questions) grouped under three or four topic areas—allow enough space after each question to write some brief notes on the interviewee’s response, and 3) a written conclusion.

4. On the designated due date, you will hand in the following information:
   a. a cover sheet that indicates who you interviewed, when you interviewed that individual, and where you interviewed that individual;
   b. the complete interview guide, including the written introduction, the written conclusion, as well as the questions asked and any handwritten notes taken during the interview;
   c. the audiotape of your interview (cassette or mini-cassette is acceptable);
   d. a brief 1½–2 page paper that answers the following three questions:
      • What question and response do you feel provided you with the most valuable piece of information in this interview? Why?
      • If you could conduct the interview again, what might be something you would ask or do differently? Why?
      • What would you consider to be your greatest strength in conducting this interview? Why?

5. In class on the designated due date, be prepared to make a brief oral presentation (4-5 minutes) on the information presented in your paper.
Additional Notes:
You should talk about your paper rather than read it.
Your grade will be based on a combination of the audiotaped interview, the written materials you provide, and the oral presentation in class.

Assignment #8: Professional Interview Assignment

You are to seek out a professional whose background or job deals primarily with communication and conduct an interview with her or him. Prepare an organized list of closed and open-ended questions ahead of time and be familiar with them. Also, be willing to deviate from your script if the need arises.

The orienting theme for your interview questions should help you determine the connection between the theory/practice of communication and the field in which the interviewee is an expert.

Make arrangements in advance to schedule the interview. Explain in general terms the purpose of the interview and the types of questions you’ll be asking so the person will be somewhat prepared when you meet. At the meeting make the interviewee feel relaxed and comfortable. Thank them both at the start and at the conclusion for granting you some of their valuable time. Draw on the content of the textbook, where we talked about interviewing.

Remember to be courteous. You are an ambassador for our college and people will form impressions of us as a group based on you as an individual.

In a three-page write-up that summarizes the content of the interview, please address the following:

• *Give the name and title* of the person interviewed. Include her or his work address, phone number, and a brief *resume* (include where and for how long they’ve worked, any awards or special recognition they’ve received, etc.). Note where the interview was held and when it was conducted, including the time of day.

• *Summarize the questions* you asked and the responses you received from the interview. (Don’t provide a transcript of the interview. Instead, treat this as if you were creating a newsletter article in which you write a story based on information you gained from the interviewee.

• *Discuss barriers* to the interview process that you encountered. Also note things that facilitated the interview communication event.
SAMPLE CLASS SYLLABUS AND SCHEDULE

Designing the syllabus for your class is an important part of teaching. A good syllabus describes the course and the instructional goals, explains assignments and grading, articulates any special policies pertinent to the class, and describes the schedule of classes and readings.

Following are three class schedules for a course in which Communication Mosaics is the primary text. The first syllabus is for a semester-long course that meets for 75 minutes a period, 2 days a week for 16 weeks. The second one is for a course taught over a ten-week quarter in which class meets for 50 minutes a period, for 5 days a week for 10 weeks. The third syllabus is for a summer course taught over four weeks in which the class meets for 2.5 hours, four days a week. An asterisk indicates useful class exercises, and these are described in Section II of this resource book. Each schedule can be adapted to support your preference or need for conceptual, skills, or combined approaches to teaching.

For instructors about integrating public communication and speaking skills:
If you heavily emphasize the development and assessment of public communication and speaking skills in your basic course, we recommend covering Chapter 13 and the introduction to Public Speaking immediately after the course midterm instead of later in the term. If you do this, simply push back chapters 7+ one week.
This syllabus contains everything you need to know about your rights and responsibilities in this course. Please take the time to read it carefully.

GENERAL COURSE DESCRIPTION

This course gives students the opportunity to develop more effective communication skills by studying how people interact with one another in a variety of situations. Student performance is emphasized along with lecture, discussion, and self-instructional study center exercises. Students will learn through writing, reading, discussing, listening, and participating in critical thinking and problem-solving activities. This course focuses specifically on two of UALR’s Blue Ribbon Competencies in the core curriculum: verbal literacy (speaking in public, communicating in a relationship, interacting in a small group) and critical thinking (analyzing data, synthesizing information, making decisions and systematically and imaginatively solving problems). This course also introduces students to speech communication as an academic discipline.

COURSE GOALS

The purpose of this course is to increase your understanding of the process of human communication. With the successful completion of this course, students will be able to:

• Identify six basic communication processes that apply to all settings
• Effectively participate in one-to-one communication experiences using techniques of active listening, conflict resolution, and information gathering
• Effectively organize, participate in, and lead small groups as they problem-solve
• Effectively deliver an oral presentation to an adult audience
• Listen to and critique objectively the oral presentations of others

REQUIRED TEXTS


WEB

There is a website associated with our textbook that we will use during the semester. This website contains additional material pertaining to this class that is not found in the textbook. The URL for the website is below:

http://www.cengage.com/communication/wood/communicationmosaics7e
ASSIGNMENTS

Readings: The assigned readings are the foundation for our lectures, assignments, and exams. It is expected that you will complete readings before the date that the material is discussed. You are strongly encouraged to bring your text to class for reference. While not always discussed in class, all assigned readings represent testable material.

Exams: There will be three exams (100 pts. each) during the semester, two midterms and a comprehensive final. The exams will consist of multiple-choice, true/false, and matching questions, as well as short answer and listing. For each exam, you will be responsible for all the material presented in lectures and your required readings. Refer to your lecture notes as study aids. Please plan to attend class on exam dates. If you anticipate being absent for any of the exams, please let me know at least a week ahead of time so we can discuss the possibility of rescheduling. Unscheduled quizzes (10 pts.) may come at any time.

The Speech Communication Interactive Learning (SCIL) Center: The SCIL Center, located in Room 201 in the Speech Building, is the department’s learning lab. The Center offers computers, access to Speech Builder Express, WebCT, and resources for our course. We may on occasion visit the lab as a class to complete work on the computers. The phone number is 569-xxxx.

In-Class Presentation: You will deliver a 5-7 minute in-class informative presentation on a selected topic (150 pts.). Your grade on this assignment will be based, in part, on the materials you prepare for the presentation. The remainder of your grade will be based on the quality of your delivery. Failure to deliver the final speech will make it impossible to receive a passing grade in this class.

Small Group Exercise: After participating in a number of in-class small group activities during the semester you will prepare a written analysis of your small group experiences (75 pts.).

Interpersonal Communication Paper: You will complete an approximately 4-page application paper (50 pts.) Instructions for completing this assignment and due date will be announced in class.

In-class Activities: At various times during the semester, points will be given for active participation in the in-class activity for that day.

Grading Scale

A 90% or more of the available points
B 80%–89% of the available points
C 70%–79% of the available points
D 60%–69% of the available points
F 59% or fewer of the available points
EXPECTATIONS

**Attendance:** You are responsible for your attendance in class. Classes should be missed only for very good reasons. Much of our time in class will be devoted to in-class activities and exercises designed to expand on the material treated in the text. **You are expected to be present in mind as well as body.** Habitual lateness and inattentiveness (sleeping, chatting, note passing, reading the newspaper, etc.) are unacceptable.

Please notify me if you are going to be late or absent. Make-up for a missed assignment is possible only if you have made prior contact with me. There is **no make-up** for in class exercises or activities. You may only make-up one missed exam if you have made prior arrangements. If you are absent from class, you should make arrangements with another student in class to get notes, find out if you missed handouts, etc. It is your responsibility to ask me for any handouts or assignments issued while you were away.

**Writing Standards:** All written work submitted during the semester should be typed, double-spaced, legibly written, well-organized, free from spelling and grammatical errors, and stapled in the upper left-hand corner (**no report covers, please**). If you feel you need help with your writing, you may get assistance from other campus resources, such as the Writing Lab. Reference works available in the Ottenheimer Library will also help you edit and polish your writing. Remember that most computer programs have spell-checking options that will help you find many, **but not all,** spelling and typographical errors. Keep a copy of all written assignments for your records.

**Late Assignments:** All exercises should be turned in on time. Prepare now for the unexpected (e.g., printer breakdowns, bad weather, hungry dogs). I reserve the right to deduct points from or refuse acceptance of late assignments.

**Plagiarism:** It should go without saying that all work you present to me should be your own. It is fine to study or prepare for class with others, but **papers and assignments should be individual efforts.** Plagiarism includes copying someone else's words and claiming them as your own, paraphrasing someone else's words and/or ideas and claiming them as your own, or collaborating excessively with another person or persons and claiming the work as solely your own. If you are unclear about what constitutes plagiarism, please come see me and I will be happy to explain things to you.

Plagiarism on any assignment in this class will **at minimum** result in an "F" for the assignment. I reserve the right to pursue further disciplinary action if appropriate (e.g., any student caught cheating on an exam will receive an "F" for the course). I strongly recommended students maintain a record of the preparation of their assignments.

**Cell Phones/Pagers:** Please turn off your cell phones and pagers before class begins. If you need to keep one on for emergency purposes, please let me know.
**Student Handbook:** I recommend that you read Section VI of your Student Handbook’s, “Statement of Behavior” (page 57) for a discussion of UALR’s policies on academic dishonesty and classroom disruption.

**Student e-mail policy:** Student e-mail accounts are created within 24 hours of class registration and are an official means of communication with students. Important university-related information will be sent to individual e-mail accounts. Students are responsible for regularly reading e-mail messages. Types of communication include but are not limited to financial aid information, inclement weather closings, e-bills and payment deadlines, registration information, and library notices. The UALR e-mail System can be accessed at http://mail.xyz.edu.

**Students with Disabilities:** It is the policy of UALR to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation, for example in arrangements for seating, examinations, note-taking, etc., should inform the instructor at the beginning of the course. It is also the policy and practice of UALR to make web-based information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the online course materials for this class, please notify the instructor immediately. The chair of the department offering this course is also available to assist with accommodations. Students with disabilities are encouraged to contact Disability Support Services, telephone 501-569-xxxx (v/tty), and on the Web at http://www.xyz.edu/dssdept/.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Course/Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Process of Communication</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>The History of the Field</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Perceiving and Understanding</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 3</td>
<td>Perceiving and Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbal Communication</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 4</td>
<td>Verbal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonverbal Communication</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 5</td>
<td>Nonverbal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EXAM ONE</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Listening</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Adapting Communication to Cultures and Communities</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Adapting Communication to Cultures and Communities</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Communication and Self-Concept</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Communication and Self-Concept</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Communication and Relationships</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Communication and Relationships</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Communication Climate</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Communication Climate</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>EXAM TWO</strong></td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Mass Communication</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Mass Communication</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>Digital Media</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Organizational Communication</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Public Communication</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 14</td>
<td>Public Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups and Teams</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 15</td>
<td>Groups and Teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speeches</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Speeches</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL**
## QUARTER SCHEDULE—10 weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments, Lectures, and Exams</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Syllabus/Introduction to Communication Mosaics  
The process of communication  
The history of the communication discipline  
Description of Journal Assignments | Ch. 1-2 |
| 2    | Perceiving and understanding  
Engaging in verbal communication | Ch. 3  
Ch. 4 |
|      | **JOURNAL #1 DUE**  
Communication in groups and teams | Ch. 11  
Description of Small Group Experiential Learning Assignment |
| 3    | Engaging in nonverbal communication | Ch. 5  
**JOURNAL #2 DUE**  
Listening and responding to others  
Adapting communication to Cultures and Communities  
Creating communication climates | Ch. 6  
Ch. 8  
Ch. 7 |
|      | Small Group Experiential Learning Presentation Team #1  
**JOURNAL #3 DUE** |  |
| 4    | Communication and Self-Concept | Ch. 9  
**Small Group Experiential Learning Presentation Team #2**  
Communication in Personal Relationships | Ch. 10 |
|      | **Description of Interpersonal Paper**  
Small Group Experiential Learning Presentation Team #3 |  |
| 5    | Review for Midterm  
**Midterm (Chapters 1-10)** |  |
| 6    | Communication in organizations | Ch. 12  
**Small Group Experiential Learning Presentation Team #4**  
INTERPERSONAL PAPER DUE |  
**INTERPERSONAL ORAL REPORTS** |
| 7    | **INTERPERSONAL ORAL REPORTS**  
Description of Community Builder Information Gathering  
Small Group Experiential Learning Presentation Team #5 |  |
## QUARTER SCHEDULE, con’t.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments, Lectures, and Exams</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Public communication</td>
<td>Ch. 13</td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mass communication</td>
<td>Ch. 14</td>
</tr>
<tr>
<td></td>
<td>Digital Media</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>9</td>
<td><strong>ORAL REPORTS</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>ORAL REPORTS</strong></td>
<td></td>
</tr>
</tbody>
</table>

FINAL EXAM is comprehensive!
(Chapters 11-15) = 70%
(Chapters 1-10) = 30%
# SUMMER SCHEDULE—4 weeks

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignments, Lectures, and Exams</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus/Introduction to Communication Mosaics&lt;br&gt;The process of communication&lt;br&gt;Perceiving and understanding&lt;br&gt;Description of Journal Assignments</td>
<td>Ch. 1-3</td>
</tr>
<tr>
<td>2</td>
<td>Creating communication climates&lt;br&gt;Engaging in verbal communication</td>
<td>Ch. 7</td>
</tr>
<tr>
<td></td>
<td>JOURNAL #1 DUE</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>3</td>
<td>Communication in groups and teams&lt;br&gt;Description of Small Group Experiential Learning Assignment&lt;br&gt;Engaging in nonverbal communication</td>
<td>Ch. 11</td>
</tr>
<tr>
<td></td>
<td>JOURNAL #2 DUE</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>4</td>
<td>Listening and responding to others&lt;br&gt;Adapting communication to Cultures and Communities</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #1</td>
<td>Ch. 8</td>
</tr>
<tr>
<td></td>
<td>JOURNAL #3 DUE</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Communication and Self-Concept</td>
<td>Ch. 9</td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Communication in Personal Relationships&lt;br&gt;Description of Interpersonal paper</td>
<td>Ch. 10</td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Review for Midterm&lt;br&gt;Midterm (Chapters 1-10)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Communication in organizations</td>
<td>Ch. 12</td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>INTERPERSONAL PAPER DUE&lt;br&gt;INTERPERSONAL ORAL REPORTS</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>INTERPERSONAL ORAL REPORTS</td>
<td></td>
</tr>
</tbody>
</table>
### SUMMER SCHEDULE, con’t.

<table>
<thead>
<tr>
<th>Day</th>
<th>Assignments, Lectures, and Exams</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Description of Community Builder Information Gathering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Public communication</td>
<td>Ch. 13</td>
</tr>
<tr>
<td></td>
<td>Small Group Experiential Learning Presentation Team #6</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mass communication</td>
<td>Ch. 14</td>
</tr>
<tr>
<td></td>
<td>Digital Media</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>14</td>
<td><strong>ORAL REPORTS</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>ORAL REPORTS</strong></td>
<td></td>
</tr>
</tbody>
</table>

**FINAL EXAM is comprehensive!**  
(Chapters 11-15) = 70%  
(Chapters 1-10) = 30%
SECTION II

SUMMARIES OF CHAPTER CONTENT AND INSTRUCTIONAL RESOURCES

*Communication Mosaics* is designed to support diverse instructional approaches to the basic communication course. This section is designed to help you identify, use, and incorporate multimedia resources and new technologies into your course. There are resources here for both novice and advanced instructors, including tips for getting started and guidelines for using InfoTrac College Edition, PowerPoint Presentational Software, Internet Research, the student CD-ROM, and the on-line course supplements available for students and instructors from Cengage. We’ve also included a list of video media that are designed to help illustrate basic course concepts and stimulate class discussions.

**BRINGING COMPUTER TECHNOLOGY INTO THE COMMUNICATION CLASSROOM**

Cengage Instructor & Student Book Companion Site
http://www.cengage.com/communication/wood/communicationmosaics7e

Cengage provides a one-stop on-line resource with links and supplemental materials that are easily incorporated with the topics and assignments in *Communication Mosaics*. You can find an on-line copy of this Instructor’s Resource Guide, power point slides, and the computerized testing program. These links are very useful because you can download and customize each of these instructional resources to suit your approach to the course. Downloading these documents to your computer makes it very easy to customize and print your Lecture Slides as well as customize and print handouts and evaluations forms for class exercises, assignments, and presentations.

In addition, there are numerous instructor and student resources that are available to you that will aid you in teaching and administering this course.

**Course Listserv**

Another way to build community among the students and to allow the dialogue to spill out beyond the classroom is to establish a course listserv, to which all students must subscribe. Below is the handout we use in one of our classes.

**COM 100 COURSE LISTSERV**

Because computer mediated communication has become such a ubiquitous mode of discourse, this class has an electronic mailing list to which you are required to subscribe. I will use the mailing list to make general announcements, to announce schedule changes, remind folks of upcoming deadlines, and so forth. You will also have an exercise or two that involves the mailing list when we study the chapters on mass and mediated communication.
The mailing list is also a place for you to share ideas with your classmates, call for study group participants, ask each other questions about the class material, and so forth. Postings to the mailing list should be reasonably close to the topic of communication. For example, you might want to make a comment about the political candidates in the president elections. If your posting focuses on the communication choices the candidates make, rhetorical aspects of their public appearances, or how they use the media, then you have an appropriate topic for the list. On the other hand, a diatribe on the candidates’ platforms or morals is better saved for your political science, ethics, or theology class.

**SUBSCRIBING TO THE COURSE MAILING LIST**

You need to establish an e-mail account and then “subscribe” to the class Discussion List as soon as possible. This is done in the following way:

1. Send email to: majordomo@xyz.edu
2. Leave the Subject: line blank, i.e. no subject
3. In the body of the message, type: subscribe com100-list@xyz.edu yourid@abc.xyz
   (for example: subscribe com100-list@xyz.edu rjones1@oswego.edu)

A day or two after subscribing, you can send email to the List for all other subscribers to read. Your e-mail should be addressed to: **com100-list@xyz.edu**

**MAILING LIST NETIQUETTE**

- Never send anything that you wouldn’t want to become public knowledge. It is difficult to know where your e-mail message will wind up.
- Don’t send abusive, harassing or bigoted messages. They will certainly come back to haunt you. As a minimum they can get your e-mail privileges suspended.
- Be careful of “Flaming”. Think before you send. (Flaming is the term used to describe the written tirades that occasionally occur when someone is displeased or feels a need to chastise someone else on the system. It is generally abusive or argumentative in nature.)
- The “tone” of your letter may not convey your frame of mind. What you might think of as inconsequential may be considered by the receiver in a different “tone”.
- Keep the length reasonable.
- Be sure to add a few descriptive words in the Subject: line.
- Use mixed case letters. All capital letters (CAPS) is usually construed as “SHOUTING”.
- Read your message before you send it. When in doubt wait a day, re-read, and re-consider.
- Use “smileys” e.g., :-) , and other emoticons sparingly.
- Avoid sending chain letters or other “junk” mail.
- Do not give out your password or let another person use your account for ANY reason.

► **Instructor’s Website.** The password-protected instructor’s website includes electronic access to the Instructor’s Resource Manual and downloadable versions of the book’s Microsoft® PowerPoint® slides. To gain access to the website, simply request a course key by opening the site’s home page.
PowerLecture. This one-stop lecture tool makes it easy for you to use Microsoft PowerPoint to assemble, edit, publish, and present custom lectures for your course. The PowerLecture CD-ROM lets you bring together text-specific lecture outlines and art, along with video and animations from the Web or your own materials—culminating in a powerful, personalized, media-enhanced presentation. Additionally, the CD-ROM offers an electronic version of the Instructor Resource Manual, test bank, ExamView® software, videos, and JoinIn™ on Turning Point® lecture slides.

ExamView Computerized Testing enables you to create, deliver, and customize tests and study guides (both print and online) in minutes using the test bank questions from the Instructor’s Resource Manual. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests, while its “what you see is what you get” interface allows you to see the test you are creating on-screen exactly as it will print or display online. You can build tests of up to 250 questions, using up to 12 question types. Using the complete word processing capabilities of ExamView, you can even enter an unlimited number of new questions or edit existing ones.

JoinIn on TurningPoint. JoinIn content for Response Systems is tailored to Communication Mosaic, allowing you to transform your classroom and assess your students’ progress with instant in-class quizzes and polls. TurningPoint software lets you pose book-specific questions and display students’ answers seamlessly within the Microsoft PowerPoint slides of your own lecture, in conjunction with the “clicker” hardware of your choice. Enhance how your students interact with you, your lecture, and each other.

Special-Topic Instructor’s Manuals. Written by Deanna Sellnow, University of Kentucky, these three brief manuals provide instructor resources for teaching public speaking online, with a service-learning approach, and with a problem-based learning approach that focuses on critical thinking and teamwork skills. Each manual includes course syllabi; icebreakers; information about learning cycles and learning styles; and public speaking basics such as coping with anxiety, outlining, and speaking ethically.

The Teaching Assistant’s Guide to the Basic Course is available to instructors who adopt this textbook. Katherine G. Hendrix, who is on the faculty at the University of Memphis, prepared this resource specifically for new instructors. Based on leading communication teacher training programs, this guide discusses some of the general issues that accompany a teaching role and offers specific strategies for managing the first week of classes, leading productive discussions, managing sensitive topics in the classroom, and grading students’ written and oral work.

TLC Technology Training and Support. Get trained, get connected, and get the support you need for seamless integration of technology resources into your course with Technology Learning Connected (TLC). This unparalleled technology service and training program provides robust online resources, peer-to-peer instruction, personalized training, and a customizable program you can count on. Visit http://academic.cengage.com/tlc to sign up for online seminars, first days of class services, technical support, or personalized, face-to-face training. Our online or onsite training sessions are frequently
led by one of our lead teachers, faculty members who are experts in using Wadsworth Cengage Learning technology and can provide best practices and teaching tips.

► **Flex-Text customization program.** Create a text as unique as your course: quickly, simply, and affordably. As part of our flex-text program you can add your personal touch to *Communication Mosaics* with a course-specific cover and up to 32 pages of your own content, at no additional cost. Bonus chapters available now include chapters from *Communication in Our Lives* about public speaking (Planning Public Speaking, Researching and Developing Support for Public Speeches, Organizing and Presenting Public Speeches, Informative Speaking, and/or Persuasive Speaking), as well as discussions of public speaking and civic engagement, advice on conquering speech anxiety, and tips for helping ESL students master the basic course.

**Student Resources**
Students have the option of utilizing a rich array of resources to enhance and extend their learning while using *Communication Mosaics*.

► **CourseMate for Communication Mosaics.** This comprehensive site offers a variety of rich learning resources designed to enhance the student experience. These resources include an online appendix on interviewing, an online student companion, interactive video activities, Web Links, self-assessments, Audio Study Tools chapter downloads, InfoTrac College Edition, chapter outlines, flash cards and other resources for mastering glossary terms, and chapter quizzes that help students check their understanding of key concepts. Links to related TED Talks videos from global TED conferences are also provided. All resources are mapped to both key discipline learning concepts as well as specific chapter learn lists.

► **The interactive video activities** feature video of all the Experience Communication Case Studies in the book. These activities let students view the communication scenarios; compare the student speaker’s with three types of outlines; embed notes on the video; and complete critique and evaluation assignments, which students can check against my suggested answers.

► **Audio Study Tools.** This text’s mobile content provides a fun and easy way for students to review chapter content whenever and wherever. For each chapter of the text, students will have access to a brief communication scenario example and a five- to seven-minute review consisting of a brief summary of the main points in the text and five to seven review questions. Students can purchase these tools through iChapters (see below) and download files to their computers, iPods, or other MP3 players.

► **InfoTrac College Edition™ with InfoMarks™.** This online library provides access to more than 18 million reliable, full-length articles from over 5,000 academic and popular periodicals. Students also have access to InfoMarks—stable URLs that can be linked to articles, journals, and searches to save valuable time when doing research—and to the InfoWrite online resource center, where students can access grammar help, critical thinking guidelines, guides to writing research papers, and much more. For more information about InfoTrac College Edition and the InfoMarks linking tool, visit [http://www.infotrac-college.com](http://www.infotrac-college.com) and click on “User Demo.”
The Art and Strategy of Service-Learning Presentations, Second Edition, is available bundled with Communication Mosaics. Authored by Rick Isaacson and Jeff Saperstein of San Francisco State University, this handbook provides guidelines for connecting service-learning work with classroom concepts and advice for working effectively with agencies and organizations.

A Guide to the Basic Course for ESL Students is available bundled with the book. Specifically for communicators whose first language is not English, it features FAQs, helpful URLs, and strategies for managing communication anxiety.

iChapters.com. This online store provides students with exactly what they’ve been asking for: choice, convenience, and savings. A 2005 research study by the National Association of College Stores indicates that as many as 60 percent of students do not purchase all required course material; however, those who do are more likely to succeed. This research also tells us that students want the ability to purchase “á la carte” course material in the format that suits them best. Accordingly, iChapters.com is the only online store that offers eBooks at up to 50 percent off, eChapters for as low as $1.99 each, and new textbooks at up to 25 percent off, plus up to 25 percent off print and digital supplements that can help improve student performance.

Course Website

In addition to these resources we would also encourage you to consider developing a course website. A website that you develop and maintain can prove to be an excellent ancillary to the basic communication course. It can serve as a repository for items of interest to which you refer students, you can maintain a copy of the course syllabus, and post copies of handouts and assignments you give in class. Students who misplace their course material can easily retrieve a new copy from your website.

The website is also a good place to post your lecture notes. It can also house examples of work done by previous students. Sample papers, journal entries, term papers, and so forth can be made available for current students who may find it helpful to get an idea of how to approach an assignment.

Last, don’t hesitate to include on the course website photos of yourself and your family, links to websites of personal interest, and so on. Giving students access to these parts of your life helps break down barriers that oftentimes exist between teachers and students. In fact, you might consider bringing a digital camera to class and asking students if you can post a photo of each of them to the course website. Doing this will further engender a sense of community and involvement among the students.
USING THE INTERNET FOR RESEARCH, PRESENTATION INVENTION, AND CLASS ACTIVITIES

The Internet can make research easy and even fun for students. Many of the following on-line sources allow you to view and even print full text articles and documents from the comforts of home.

Special Note: Students should be educated about the general guidelines for evaluating information and research before you encourage them to use these on-line sources for course projects. Refer them to the discussion of evaluating research in public communication in the textbook. Remind students that sometimes there is just no substitute for a book or document that can only be found in the real library—and that laziness is no excuse for sloppy research! However, once you do this, on-line and Internet research sources can provide easily accessible information which may increase the chances that your students actually DO their research.

Cyberlibraries
Cyber-library is the name for websites that are collections of typical public and university library materials. These libraries are accessible to users online—which means you don’t have to physically go to the library! If you can access the Internet, you can use cyber-libraries. This technological option can be very useful for students and faculty alike as a quick way to find sources for presentations and other research projects.

Databases
Often found in cyberlibraries, databases are specialized collections of materials that share a common theme or academic interest. You can search an on-line database for research sources on your topic; most databases contain abstracts of the materials and some databases allow you to view and print full text articles from periodicals and academic journals. Some databases cover broad subject areas and some are very specialized. The following are resource links for libraries, databases, and other reference works to get you started:

Britannica
   http://www.britannica.com

Electronic Text Center at the University of Virginia Library
   http://etext.lib.virginia.edu/

Infoplease
   http://www.infoplease.com

Internet Public Library
   http://www.ipl.org/

Law Library of Congress
   http://www.loc.gov/law/public/law.html
Internet Search Engines
Search engines allow you to search the Internet for web pages and on-line documents about your topic. Typically you can customize your search to limit the number of “hits” that are returned for your query. Or, to cover more Internet ground, you may want to use a “meta-search engine” which searches several resources at once. One of the biggest pitfalls of using Internet search engines is that not all engines have records for all pages. So, try your search using more than one engine. The website, “Search Engine Watch” (http://www.searchenginewatch.com/) is useful for learning about the capacities of various search engines and how to use them effectively. Below is a collection of major search engines, listed in approximate order of power and popularity.

Google
  http://www.google.com
  http://www.googlescholar.com

Yahoo
  http://www.yahoo.com
MSN Search
   http://search.msn.com

AOL Search
   http://search.aol.com/

Ask Jeeves
   http://www.askjeeves.com

HotBot
   http://www.hotbot.com

Lycos
   http://www.lycos.com

Specialty Search Engines
   http://www.searchenginewatch.com
Using InfoTrac College Edition
http://www.infotrac-college.com/wadsworth

With the adoption of *Communication Mosaics*, you can use the convenience and currency of InfoTrac College Edition. With Wadsworth’s exclusive offer, student subscribers receive a personalized account ID number good for four months unlimited access to on-line articles for research that are updated daily, as well as other features such as chat sessions, online help, and more. In addition to these periodicals, there are tens of thousands of articles from major encyclopedias, reference books, magazines, and pamphlets. InfoTrac College Edition’s simple, user-friendly design helps you search for and locate the articles and answers you need, quickly and easily. And every article can be printed!

**Some Journals, Magazines, and Reference Works on InfoTrac College Edition:**

- *Information Please™ Almanac*
- *Information Please™ Sports Almanac*
- *Information Please™ Environmental Almanac*
- *Collier’s Encyclopedia*
- *Constitution of the United States*
- *Democracy Reader*
- *African American Review*
- *American Theatre*
- *Argumentation and Advocacy*
- *Columbia Journalism Review*
- *Human Relations*
- *Interview*
- *Journal of Popular Film and Television*
- *Journal of Advertising*
- *Sex Roles: A journal of research*
- *Technical Communication*
- *Vital Presentations*
- *Washington Journalism Review*
- *Women and Language*
- *Booklist*
- *Ebony*
- *Mother Jones*
- *PC Magazine*
- *Psychology Today*
- *Saturday Evening Post*
- *Science News*
- *Smithsonian*
- *U. S. News and World Report*
- *Women’s Sports and Fitness*
USING POWERPOINT PRESENTATIONAL SOFTWARE FOR INSTRUCTIONAL LECTURES AND STUDENT PRESENTATIONS

PowerPoint as Instructional Lecture Tool

PowerPoint presentations can be very useful as a way to efficiently provide large quantities of information in a short period of time. Used appropriately, the use of presentational software programs can generate instructional materials that visually reinforce concepts and help students visualize relationships between ideas.

As a supplement to this text, we have provided ready-made PowerPoint slideshows for each chapter. These presentations are available on-line and on disk so that they can be downloaded to your hard drive and edited (you will need PowerPoint software to do this). You needn’t feel that you must use every slide of every show we’ve provided, exactly as we’ve provided them. Please feel free to edit the presentations to suit your particular instructional purposes. You may decide that the slides are too much or not enough for your lectures. Or, you may wish to cover additional topics. Or, perhaps you want to customize the presentations and slides so that they reflect previous class discussions or current events. If you use the disk or download the slides from Wadsworth, you can easily edit the slides and presentations to suit your particular instructional purposes. For instance, you may wish to edit the slides to include Internet links to sites of interest and relevance to the topic of your lecture or discussion. By doing this, you can simply click on the embedded link during the presentation to quickly take you to your Internet point of interest without switching programs or screens.

Despite the convenience and attractiveness, it is important to keep in mind that using PowerPoint presentations will significantly decrease the dialogue and interaction in your classroom. When the lights go out, and the slide show comes on, students will diligently and busily write down anything that is on the screen (if they don’t fall asleep first!). Particularly if there is too much information on the slides, the students will be so busy writing that they won’t listen to your presentation or respond to questions. Hence, it is important to follow standard guidelines for presentational aids, presented below, when using PowerPoint as a lecture tool.

Another option you can use to remedy this basic pitfall is to provide students with your PowerPoint slides on a handout, so that they can listen and respond rather than trying to write everything down. At some campuses, it may be possible to make copies of your PowerPoint slides available on your class website. Software programs, such as Impatica, make it easy to upload PowerPoint slides to course management systems like Blackboard. Furthermore, keep in mind that you will be fairly limited to using what you have previously entered on the slides—unlike a chalkboard, you can’t easily erase things, add things, or draw arrows and such. You will be limited to a fairly linear presentation style that doesn’t lend itself well to spontaneous adaptations or revisions.

Another important instructional caveat here is that using PowerPoint lectures on a consistent basis as the main instructional resource reinforces a monologic, “banking model” of education—that is, students are encouraged to think that knowledge and learning is simply transmitted or
deposited from the teacher to the student, who passively soaks it up. This instructional method doesn’t fully support the idea that knowledge and learning are interactive collaborations between active minds—or that learning involves dialogue and effective communication, too. It is probably a good idea to use PowerPoint lectures sparingly and in conjunction with other active discussion and application exercises, so that students are encouraged to take responsibility for their learning and to engage in dialogue to gain the perspectives of others.

**PowerPoint as a Presentation versus a Visual Aid for Presentations**

PowerPoint is a useful means to provide dynamic and professional visual support to presentations. Provided that you have the equipment in your classroom, you can make PowerPoint part of the presentation exercise itself, by requiring its use. However, you will need to specify for students the difference between a PowerPoint presentation/slide show and PowerPoint as a visual aid for presentations. Be very clear about your expectations in this regard, otherwise you will find yourself listening to and watching a lot of very boring slide shows that do nothing more than click through a visual outline.

What is the difference between using PowerPoint as a presentation/slide show or a visual aid? Basically, a presentation stands alone and serves as the main source of information. It does not necessarily need a human narrator, and often it can be designed to run on its own from beginning to end. Presentations serve as the central foci rather than as supplemental materials for public communication and presentations tend to contain both written text and images, with little oral text.

A visual aid, however, is only a supplement to the presentation and speaker—it is not the main focus of the communication, nor is it the main source of information. Instead, the speaker and his or her words are the main focus. PowerPoint is used as a means to provide graphics, charts, statistics, pictures, and other visual aids common as public speaking supports. Visual aids, typically, are more image-based than text-based, and they serve as a compliment, not a substitute, for the oral text. Hence, the speaker still has the fundamental responsibility to compose and deliver an effective oral text.

While both uses of PowerPoint are appropriate to different public communication contexts and goals, it is important to note the differences, and to provide clear instructions about which method you expect them to use and master in your particular course.

Students point out several common problems as well as advantages when using PowerPoint. Here is a summary of their conclusions:

**Problems using PowerPoint—What to avoid**

1. Merely repeating your presentation or outlines on the slides is distracting and unnecessary.
2. Too much text is always bad, especially if it is a repetition of what you are saying. If you need to include text, use key words and phrases.
3. Sounds used for transitions and slide builds are unnecessary and distracting.
4. Excessive fonts, colors, images, and or background styles are overwhelming.
5. If you don’t provide blank slides between your points, students get distracted looking at the slide and ignore the speaker. Too many slides are boring after a while.
6. Talking to the slides and not the audience limits eye contact.
7. Sometimes the equipment fails. If the presentation is totally dependent on the slides, then you’re sunk.

Advantages to using PowerPoint—Why it is better than poster boards and overheads
1. You can provide colorful, easy to see graphics, charts, pictures, and comparisons.
2. It looks professional and credible, IF you use consistent fonts, colors, and backgrounds.
3. You can easily access or download things from the Internet to show the audience. This is easier and less expensive than trying to make color copies of books or pictures.
4. You can include video clips, pictures, and sound bites easily and this eliminates the need to have and to manage several different types of equipment (e.g. videotapes, tape recorders, easels, and overheads).
5. You can print paper handouts or make overhead transparencies from your slides to use as back-ups if the technology fails or as easy speaking notes.
6. It’s much easier to carry across campus, and it doesn’t get ruined when it rains!
7. You can attach PowerPoint slides to e-mail and share them, or post them to a website. This is useful for group presentations.

More PowerPoint Resources:

Microsoft Office—PowerPoint Home Page
http://www.microsoft.com/office/powerpoint/


• **Wadsworth Communication Video Library:** A full list of the titles in this library is included at the end of this section.

• **Other films and videos for the basic course:** We suggest various films and videos that can be used to critically analyze different course topics. There are undoubtedly many more films and videos that could be used throughout the basic course than those that we recommend; other choices may work just as well. It can be useful to discuss the selection of films and videos with your students—they may have some good ideas, and asking them for their input increases class involvement. For more information on films and videos, see the Internet Movie Database at http://www.imdb.com.

► **ABC News DVDs for Human Communication, Interpersonal Communication, and Public Speaking.** Launch your lectures with riveting footage from ABC. Footage from *Nightline, World News Tonight,* and *Good Morning America* provides context and real-life examples of communication theories and practices. Footage includes discussion of dozens of communication topics—including family “virtual visitation,” cell phone spam, and professional nonverbal communication—as well as significant speeches by public figures.

► **Student Speeches for Critique and Analysis on Video and DVD.** These eight volumes offer a variety of sample student speeches that your students can watch, critique, and analyze on their own or in class. All of the speech types are included, as well as speeches featuring nonnative English speakers and the use of visual aids.

► **ABC News DVD: Speeches by Barack Obama.** This DVD includes nine famous speeches by President Barack Obama, from 2004 to present day, including his speech at the 2004 Democratic National Convention; his 2008 speech on race, “A More Perfect Union”; and his 2009 inaugural address. Speeches are divided into short video segments for easy, time-efficient viewing. This instructor supplement also features critical thinking questions and answers for each speech, designed to spark class discussion.
Communication Scenarios 2010 DVD

Communication concepts previously presented in the abstract come to life in these Communication Scenarios videos, which offer a variety of situations allowing students to watch, listen to, and critique model communication scenarios. This DVD, which includes over 40 short video clips, is organized according to topic and covers such topics as Improving Communication Climates, Culture, Nonverbal Communication, Business Communication, and Media & Communications.

Videos for Speech Communication 2010: Public Speaking, Human Communication, and Interpersonal Communication
ISBN-10: 0495833568

This DVD includes footage from BBC news and CBS news that contain sample famous public speeches from 2009 and relate to hot topics in communications from 2009.

ABC News DVD: Speeches by Barack Obama

This DVD includes nine famous speeches by President Barack Obama, from 2004 to present day, including his speech at the 2004 Democratic National Convention; his 2008 speech on race, "A More Perfect Union"; and his 2009 inaugural address. Speeches are divided into short video segments for easy, time-efficient viewing. This instructor supplement also features critical thinking questions and answers for each speech, designed to spark class discussion.

ABC Video: Human Communication 2009

Footage from ABC's "World News Tonight" and "Good Morning America" provides context and real-life examples of communication theories and practices. This DVD features discussions about "email diets," Facebook election coverage, and cell phone spam, among other topics. Perfect for discussion starters or to enrich your lectures and spark interest in the material in the text, these news stories demonstrate human communication's role in today's world.

ABC Video: Interpersonal Communication 2009

Launch your lectures with riveting footage from ABC. This DVD allows you to show students the relevance of course topics to their everyday lives. These videos are divided into short segments—perfect for introducing key concepts and sparking class discussion. Footage includes discussion of family "virtual visitation," the first Arabic school opening, and "no email Fridays," among other topics.
With a combination of ABC News clips, famous speeches from the last 35 years, and presidential campaign footage, these DVDs provide instructors with informative and historic footage to use within the classroom. The DVDs feature Al Gore's address to NYU about global climate change and Margaret Thatcher's eulogy at Ronald Reagan's funeral, Lee Bollinger's introduction for Iranian President Mahmoud Ahmadinejad at Columbia University, as well as speeches given by Hillary Clinton, President George W. Bush, Nancy Pelosi, and Barack Obama. Additionally, the presidential campaign footage includes speeches by Barack Obama's presidential announcement, Mitt Romney's presidential announcement, John McCain's Address to the Values Voter Summit, and the 2008 Republican and Democratic debates.
Additional Audiovisual Resources

Communication instructors often use feature films in their courses. Included here are a handful of citations to research that point to the pedagogical efficacy of using films in the classroom. Using feature films in conjunction with Communication Mosaics is a creative instructional strategy that can be employed on many levels (interpersonal, small group, organizational, and presentational). Students who have been exposed to case studies/films often show higher levels of interest in the class and begin to apply communication concepts to both real and portrayed relationships. We have provided a list of potential feature films that correspond with concepts and constructs discussed in Communication Mosaics.

Scholarship of Teaching with Films


Feature Films with Strong Communication Themes

2008
Borat (2008). (conflict)

Doubt (2008). (communication climates)

Rachel Getting Married (2008). (family communication, nonverbal communication)

Yes Man (2008). (conflict, listening)

2007
Lars and the Real Girl (2007). (communication climates, relationship development)

2006
Little Miss Sunshine (2006). (family communication, communication climates, self-concept)
The Devil Wears Prada (2006). (organizational communication, communication climates, groups and teams)

2005

Brokeback Mountain (2005). (personal relationships, prejudice, personal identity)

Flightplan (2005). (perception, nonverbal communication, defensive and supportive climates)

Hitch (2005). (relationship development, self-concept, gender communication, listening)

The Family Stone (2005). (family relationships, nonverbal communication, listening)

Serenity (2005). (defensive and supportive climates, communication in groups and teams, leadership, friendship rules)

2004

Fahrenheit 9/11 (2004). (media effects, communication climate)


Mean Girls (2004). (relationship development, self-identity, small group communication)

Super Size Me (2004). (organizational communication, self-identity)

Miracle (2004). (small group communication, team building)

2003

All The Real Girls (2003). (personal relationships, conflict, nonverbal)

Bend It Like Beckham (2003). (perception, co-culture, adapting to diversity, verbal communication, personal identity, relationships)

The Pianist (2003). (conflict, co-cultures, intolerance, climates)

2002

8 Mile (2002). (co-cultures, adaptation to diversity, tolerance, conflict, mass media)

13 Conversations About One Thing (2002). (listening, personal identity, personal, personal relationships, self-disclosure)

About A Boy (2002). (self-identity, non-verbal, conflict)

Bowling For Columbine (2002). (communication climates, co-cultures, conflict, mass media)
Far From Heaven (2002). (personal identity, personal relationships, co-cultures, diversity, conflict)

Monsoon Wedding (2002). (perception, adaptation, co-cultures, non-verbal, personal relationships)

My Big Fat Greek Wedding (2002). (perception, co-cultures, adapting to diversity, groups)

2001
A Beautiful Mind (2001). (public communication, organizations, personal identity, personal relationships)

Almost Famous (2001). (mass communication, personal identity, personal relationships, media)

Bridget Jones’s Diary (2001). (intrapersonal, personal identity, conflict, personal relationships)

Bully (2001). (groupthink, personal identity, conflict, groups)

Chicken Run (2001). (groups and teams, organizations, perception)

Crouching Tiger, Hidden Dragon (2001). (co-culture, non-verbal, adapting to diversity, personal relationships)

Ghost World (2001). (personal identity, verbal communication, perception)

O (2001). (personal identity, personal relationships, intolerance, listening, teams, rites & rituals)

2000
Catfish in Black Bean Sauce (2000). (intercultural, co-culture, family, relational intimacy, relational stages)

Erin Brockovich (2000). (power, listening, nonverbal, self-disclosure, communication competence, persuasion, perception)

Hanging Up (2000). (intergenerational, family, listening, communication competence, perception)

Memento (2000). (personal identity, chronemics, listening)

Remembering the Titans (2000). (co-culture, prejudice, stereotypes, conflict, perception, power, self-disclosure).

What’s Cooking (2000). (family, co-culture, listening, conflict, self-disclosure)
1999

*American Beauty* (1999). (intergenerational, self-perception, perception, family, communication climate, listening, co-culture, gender, relational stages)

*Angela’s Ashes* (1999). (family, intergenerational, perception, prejudice, stereotypes, nonverbal, listening)

*Being John Malkovich* (1999). (perception, nonverbal, relational intimacy, co-culture, gender, communication competence, listening)

*Snow Falling on Cedars* (1999). (nonverbal, intercultural, stereotypes, prejudice, perception, relational intimacy, listening, communication competence)


*The End of the Affair* (1999). (perception, nonverbal, relational intimacy, relational stages, listening, self-disclosure, gender)

*The Green Mile* (1999). (power, prejudice, stereotypes, perception, co-culture)

*The Other Sister* (1999). (perception, stereotypes, communication competence, family, prejudice, self-disclosure, listening)

*The Straight Story* (1999). (intergenerational, family, listening, perception, communication competence, emotion)

*The Talented Mr. Ripley* (1999). (communication competence, perception, self-disclosure, listening, nonverbal, gender, stereotypes)

1998

*A Bug’s Life* (1998). (group communication, listening, persuasion, communication climate, conformity, critical thinking, defiance, group roles, listening, perception, power)

*Beloved* (1998). (relational intimacy, perception, listening, relational stages, prejudice, stereotypes)


*How Stella got her Groove Back* (1998). (intergenerational, relational stages, relational intimacy, perception, co-culture, self-disclosure, listening)

*Shakespeare in Love* (1998). (gender, nonverbal communication, perception, self-disclosure, communication competence)
Smoke Signals (1998). (relational stages, perception, intercultural, stereotypes, prejudice, self-disclosure, relational intimacy, listening, communication competence)

The Red Violin (1998). (listening, perception, conflict, relational stages, relational intimacy, family, stereotypes)

1997

Chasing Amy (1997). (perception, gender, co-culture, relational intimacy, relational stages, stereotypes, self-disclosure)

In & Out (1997). (nonverbal, perception, stereotypes, co-culture, gender, prejudice, communication competence)

Jerry McGuire (1997). (relational intimacy, communication climate, conflict)

Life is Beautiful/La Vita e Bella (1997). (family, prejudice, stereotypes, relational stages, relational intimacy, listening, intergenerational, communication competence)

1996

Dangerous Minds (1996). (language, emotions, culture)

Dead Man Walking (1996). (perception, stereotypes, prejudice, communication climate, listening, language)

Mr. Holland’s Opus (1996). (communication climate, relational intimacy, self-concept)

The American President (1996). (communication competence, perception)


1995

Clueless (1995). (language, culture, communication competence)

Grumpier Old Men (1995). (stereotypes, prejudice, perception, intergenerational, emotion, relational intimacy, relational stages, nonverbal, listening)

My Family (Mi Familia) (1995). (culture, communication climate, communication competence)

Waiting to Exhale (1995). (friendship, listening, perception, nonverbal, relational intimacy, relational stages)

1994

Before Sunrise (1994). (nonverbal, relational stages, emotions)
Pulp Fiction (1994). (perception, language, relationships, listening, nonverbal, power, emotion)

Reality Bites (1994). (relational stages, self-disclosure)

1993
Grump Old Men (1993). (stereotypes, prejudice, perception, intergenerational, emotion, relational intimacy, relational stages, nonverbal, listening)


Philadelphia (1993). (communication climate, perception, nonverbal)

The Joy Luck Club (1993). (culture, communication competence, conflict)

1991
Boyz N the Hood (1991). (family communication, communication climate, conflict, self-concept)


Mississippi Masala (1991). (relational stages, perception, co-culture, intercultural, stereotypes, prejudice, self-disclosure, relational intimacy, listening, communication competence)

The Doctor (1991). (perception, empathy, roles)

1989
Dead Poets Society (1989). (group communication, communication climate, conflict, critical thinking, defiance, group development, group polarization, self-concept)

When Harry Met Sally (1989). (gender, relational stages)

1986
Children of a Lesser God (1986). (intercultural, communication climate, power, relational dialectics, relational stages)

1985
The Breakfast Club (1985). (group cohesiveness, group development, perception, power, roles, self-disclosure, status)
1983

*Being There* (1983). (language, perception)

1957

*Twelve Angry Men* (1957). (group communication, listening, persuasion, communication climate, conformity, critical thinking, defiance, group roles, listening, perception, power)
RESOURCES FOR COMMUNICATION
AND CRITICAL THINKING

For a solid understanding of critical thinking from contemporary pedagogical perspectives, you might want to read the following books:


San Jose State University Mission: Critical
http://www.sjsu.edu/depts/itl/graphics/main.html
Assigning Two Presentations (Informative and Persuasive)

If you want to emphasize public speaking skill development and performance more heavily in your course, you’ll also want to adapt the course schedule to include more speaking opportunities and spend less time on other topics that are not as germane to your particular course objectives. Or, you might choose to combine them in ways that you can usefully study more than one idea at a time. For example, you might not require interviewing in your course. Or, perhaps you want to combine the study of groups and conflict. Whatever the case, the more opportunities that students have to speak, the more comfortable and less anxious they will be.

It is not uncommon for students to complete a brief informative presentation first and then a persuasive presentation. This is useful for two practical reasons: 1) Students can focus first on learning the structure and functional components of oral communication without also needing to learn the additional skills of argumentation needed for persuasion; 2) Students learn general research/information seeking/paraphrasing skills and content support strategies (testimony, examples, and statistics) for providing basic subject understanding before moving on to the more complex skill of crafting persuasive appeals and arguments (claims, warrants, backing, qualifiers, reservations). This two-step process allows you to systematically develop and build basic skills for both types of speaking situations. If you establish the basics in the first presentation (intros, conclusions, thesis statements, main ideas, support materials, visual aids, eye contact and poise), you can spend more time helping students develop and practice their argumentation and persuasion skills on the next presentation.

Reducing the Mystery

When you assign presentations, be sure to give students a descriptive and complete set of expectations, including outline format examples and your grading criteria. Also, be sure they have plenty of time to brainstorm and prepare. Consider introducing the presentation assignment(s) at the beginning of the term. Even if you aren’t going to have a presentation round until the end of the term, students will be curious and anxious to know what is expected of them. It is useful to hand out the presentation assignments and preparation worksheets at the beginning of the term, and even assign the chapter on public speaking. We also recommend that you give students a copy of the actual assessment form you will use for evaluation, so that they can use this as a check sheet while preparing the final presentation for the class.
MORE USEFUL INTERNET RESOURCES FOR THE INTRODUCTORY COMMUNICATION COURSE

Public Presentation Sources for Analysis/Criticism

Speech Bank
http://www.americanrhetoric.com/speechbank.htm

Fallacies of Logic

LEO: Literacy Education Online Logical Fallacies
http://leo.stcloudstate.edu/acadwrite/logic.html

National Communication Association Resources

Expected Student Outcomes for Speaking and Listening

Writing Resources

Dictionary.com Writing Resources
http://dictionary.reference.com/writing/

The National Writing Project
http://www.writingproject.org/

Style Guides

MLA (Modern Language Association)
http://www.mla.org/

Electronic Journals

American Communication Journal
http://www.acjournal.org/

CIOS/Communication Institute for Online Scholarship
http://www.cios.org/

Electronic Journal of Communication Research
http://www.cios.org/www/ejcmain.htm
International Consortium for the Advancement of Academic Publications
   http://www.icaap.org/

Major Newspapers On-line

AllNewspapers.Com
   http://www.allnewspapers.com

Film & Television Guides

Internet Movie Database
   http://www.imdb.com/

Miscellaneous Teaching Resources

U.S. Department of Education
   http://www.ed.gov/
CHAPTER OUTLINES AND INSTRUCTIONAL RESOURCES

In this section, you will find outlines for each of the chapters. To go along with each chapter, we have included learning activities, questions for discussion, and corresponding URLs or web page addresses.

**Instructional Outlines**

This section of the Instructor’s Resource Manual provides concise summaries of each chapter’s content. Instructors often read assigned chapters several days or even weeks before teaching those chapters. In such cases, it’s possible to forget some of the topics covered in a chapter or to remember them less clearly than is desirable for teaching students. To assist instructors who do thorough readings of chapters well in advance of classroom presentations, the summaries in this section furnish short reviews to refresh memory of coverage. In addition, the chapter summaries correspond to the chapter summaries in the Student Companion, and may be used as outlines for class lectures and discussions.

The summaries are presented in informal outline form so that instructors may quickly refresh themselves on the organization of chapter content and so that they may easily distinguish main points from subordinate ones. A list of the key vocabulary terms for the chapter follows each summary. If you like, you can download these pages from the electronic version of this manual in the *Communication Café* and edit them to suit your purposes.

**Learning Activities, Journal Items, Panel Items, Discussion Questions**

In the pages that follow we suggest a variety of instructional resources to complement and extend coverage in the textbook. In addition to proposing activities appropriate for augmenting and extending chapters in the text, we describe “ice-breaker” exercises designed to launch the course effectively and to provide closure at the end of the term. Each activity we include here has been tested in our classes, and teachers and students alike have consistently judged them effective.

Instructional resources are **NOT** a substitute for conceptual discussions and they should **NOT** be used to fill time in a classroom. Instead, activities, films, journals, and panels are teaching resources. Like lectures and discussions, these resources clarify and fortify the content of a course. Activities and other instructional supplements should be selected carefully to support the teacher’s general pedagogical philosophy and goals, as well as a teacher’s specific objectives regarding each unit in the course. In selecting resources, teachers should also be careful not to invade students’ privacy or violate their personal and/or cultural values.

**Activities** promote experiential learning by involving students in real or simulated communication situations in which they can practice, observe, and assess skills. A good activity teaches principles and spurs understanding of the conceptual bases of principles. Often these goals are accomplished in the process of *debriefing* an exercise after students complete it. Some activities do not require that students have knowledge of the chapter’s content. They can be used to set up the lecture and discussion that will follow. Activities used to close a chapter should
require students’ analyses to be more sophisticated. Also included with some activities are suggested adaptations for online classes, as appropriate.

**Journal Items** are intended to generate greater awareness in students as they reflect on their own communication choices and behaviors, while observing the communication of those around them. It is important that the journal not become a personal diary. Instead, students should make strong connections to specific concepts from the course.

**Panel Ideas** may be used intermittently throughout the course, or might be assigned to students in a more formal fashion. For example, (depending on class size, and time availability) you might wish to group students into threes or fours and assign them the responsibility of organizing and moderating one panel each week. Such an assignment requires students to draw on a range of communication behaviors, including interpersonal, group, interviewing, and presentational skills, along with research and organizational abilities.

Each chapter of *Communication Mosaics* also includes several **Discussion Questions**. Each question suggests how students might apply conceptual material to pragmatic communication situations in their lives. It is appropriate to discuss these exercises during meetings of the class.

For each chapter there is also a **Movie** identified that can be used to support the teaching of the material. A brief synopsis of the film is included, as well as some suggestions for how to discuss the relevance of the movie to the chapter. In addition, the case study from the *Communication Scenarios DVD* is included.

**Suggestions for Online Instructors**
For each chapter there is a section to assist online instructors. This section includes discussion questions, exercises, and activities that are particularly helpful for online classes.

**Student Companion**
The Student Companion to *Communication Mosaics* contains chapter outlines, Journal Items, Panel Items, Discussion Questions, Internet Web Page Resources, and sample test items. It also has additional activities for students to enhance their learning of specific course concepts. Depending on your course emphasis, or individual student difficulties with particular concepts, you may want to assign one or more of these activities for outside the classroom, or help facilitate the activities in the classroom.
Chapter 1
A First Look at Communication

I. Introduction
   A. To the author
   B. To Communication Mosaics

II. There are many important reasons for studying communication.
   A. By learning about communication theories and principles you can become a more skilled
      communicator.
   B. By learning about communication theories and principles you can become more adept at
      making sense of what happens in your everyday life.

III. There is value to studying communication in several areas of life.
   A. Communication is a foundation in your personal life and identity.
      1. How we see ourselves reflects the views of us that are communicated by others.
      2. Healthy interactive communication influences our physical and psychological well-being.
   B. Communication is a foundation of the personal relationships that you develop with
      others.
      1. We connect with others by disclosing private information and solving problems
         together.
      2. Small talk and everyday communication weaves intimates’ lives together.
      3. Communication also plays a role in destructive relationship patterns, e.g. abuse and
         violence.
   C. Communication is a foundation of your professional success.
      1. Communication skills are important for success and advancement in our professional
         careers.
      2. Technical careers also require good communication skills.
   D. Communication is a foundation of civic life and a healthy society.
      1. To participate in a democratic society we need to be able to listen, speak, and
         deliberate with others.
      2. Communication skills help us to interact with people whose background is different
         from our own.

IV. Communication is a systemic process in which people interact with and through symbols to
    create and interpret meanings.
   A. Communication is a process. It is ongoing and always changing.
   B. Communication is systemic. It occurs within systems of interrelated and interacting parts.
   C. Communication is symbolic. Symbols are arbitrary, ambiguous, abstract representations
      of other things.
   D. Communication involves meanings. Humans bestow significance on phenomena.
      1. Content level meanings are the literal meaning of messages.
2. Relationship level meanings are what is expressed about the relationship between communicators in messages they send and receive.

V. Over the years communication scholars have developed models of the communication process.
   A. Linear models such as Harold Lasswell’s describe communication as a one way process.
   B. Interactive models added a feedback feature to linear models to depict a circular flow of communication.
   C. Transactional models improve on linear and interactive models by considering communication as simultaneous that varies over time.

VI. The study of communication opens doors to a wide array of careers.
   A. Research, both academic and for media companies, is a career option for communication specialists.
   B. Communication education at all levels is an exciting career for people who want to help others improve their communication skills.
   C. Careers in mass communication range from script writing and directing to reporting.
   D. The field of training and consulting welcomes individuals with strong backgrounds in communication.
   E. Human relations and management is a career that places a high priority on communication knowledge and applications.

**Vocabulary Terms**

<table>
<thead>
<tr>
<th>Communication</th>
<th>Noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content level of meaning</td>
<td>Process</td>
</tr>
<tr>
<td>Feedback</td>
<td>Relationship Level of Meaning</td>
</tr>
<tr>
<td>Interactive Model</td>
<td>Symbols</td>
</tr>
<tr>
<td>Linear Model</td>
<td>System(s)</td>
</tr>
<tr>
<td>Meaning</td>
<td>Transactional Model</td>
</tr>
</tbody>
</table>
ACTIVITY: Icebreaker—Earthquake

Purpose/Objective:
To help class members get to know a bit about each other.
To begin building a classroom climate in which respectful discussion and disclosure can occur.  
To desensitize students to communication apprehension in the classroom context.

Instructions:
Ask students to imagine that their “homes,” wherever they consider those to be, have been struck 
by an earthquake.  Because it is not certain that the homes are structurally safe, the authorities 
have roped off the neighborhood and no one is allowed to enter her or his home. The students 
have persuaded the authorities to allow them to quickly run into their home and retrieve a few 
things.

Ask students to write down three things they would retrieve, and be prepared to explain to the 
rest of the class why those items matter to them. Allow students 3 or 4 minutes to think about 
this.

Ask the class, “Who will tell us where their home is located and share with us one of the items 
they would retrieve?”

As students volunteer information, be prepared to draw them out based on their answers, if they 
seem willing to disclose to their classmates. Consider whether you want to call upon students 
who do not volunteer to speak.

Adaptation for Online Learners:
This is an interesting way to start off an introductory discussion board without using the standard 
“Tell us something about yourself.” Instruct students to list the three items they would retrieve 
from their homes and why.

As for all discussion boards you might want to mention at the beginning that students should not 
 disclose any information that they are uncomfortable sharing with others.

To encourage interaction, require students to respond to at least five of their classmate’s posts. 
Encourage them to ask questions or make interesting observations. Ask them to avoid responding 
with statements like “Nice to meet you” or “I look forward to seeing you in class”.

ACTIVITY: Icebreaker—Partner Interviews

Purpose/Objective:
To help class members get to know a bit about each other.
To begin building a classroom climate in which respectful discussion and disclosure can occur.
To desensitize students to communication apprehension in the classroom context.

Instructions:
Ask students to select a partner with whom they are not familiar. Instruct them that they are to spend about ten minutes in the role of interviewer after which they will swap and become the person being interviewed.

Students should seek the answers to the following questions, keeping in mind that they should take good notes because they will be introducing their partner to the rest of the class:

- The student’s name, and a nickname, if any by which they like to be addressed.
- The student’s hometown.
- The student’s major, why they selected that major, and what they hope to do with their degree.
- Their favorite book, film, musician, and artist.
- The person the student admires the most and why.

After students have had time to complete their interviews, ask the class, “Who will tell us a little bit about their partner?”

As students share information about their partner, be prepared to draw out the interviewee, based on their answers, if they seem willing to disclose to their classmates.
JOURNAL ITEMS

1. Identify five people you know who have different kinds of jobs. For each person, identify the ways in which communication impacts their ability to get their job done.

2. What insights about yourself do you hope to gain this semester as you learn about human communication? Are there particular communication situations that concern you more than others?

PANEL IDEA

1. Because this chapter will probably be presented at the start of the course, it may be too soon for students to organize a panel. Perhaps, introduce the idea of communication panels as an ongoing feature of the course, and if they are to be a regular assignment, select which students will be responsible for facilitating which topics during the course.

DISCUSSION QUESTIONS

1. Using each of the models discussed in this chapter, describe interaction and transaction as depicted in feature films, Internet, or fictional books. What does each model highlight or obscure? Which model better describes and explains communication in the selected context?

2. Break into small groups. Provide three examples or scenarios where you can identify both the content and the relationship level of meaning. Prepare a brief, informal presentation to the class.

COMMUNICATION SCENARIOS DVD

Case: Tiffany has been asked by her supervisor to mentor Toya, a new employee. After two weeks, Tiffany perceives that Toya has many strengths. At the same time she realizes that Toya is careless about details. As you watch and listen to the conversation, consider which of the six human needs discussed in Chapter 1 are likely to be most important to Toya and Tiffany.

1. What would you say next to Toya? How would you meet your ethical responsibilities as her mentor and also adapt to her interpersonal needs for reassurance?

2. What degree of responsibility do you have to Toya, your supervisor, and the company? How can you reflect thoughtfully about potential tensions among these responsibilities?

3. How would your communication differ if you acted according to a linear or transactional model of communication?
SUGGESTIONS FOR ONLINE INSTRUCTORS

Discussion Questions and Exercises:
1. Review the “Sharpen Your Skill” box on page 15. Think about an actual conversation you’ve had in the last few days. Briefly describe the content level of meaning and the relationship level of meaning. To what extent were liking, responsiveness, and power expressed on the relationship level of meaning?

2. What insights about yourself do you hope to gain this semester as you learn about human communication? Are there particular communication situations that concern you more than others? What are your expectations about this course due to its online nature? In what ways do you think this online course will be different than a traditional on-campus communication course?

3. Look at the “Brief Contents” section near the beginning of your textbook on page vii. Of the fifteen chapters offered in the book, what fascinates you the most at first glance? What topic concerning communication are you most interested in learning about and why?

4. Read Iuanne’s comment on page 11. Discuss a time in your own life where your communication, whether verbal or nonverbal, was misconstrued by someone. Explain what you meant to communicate and what the other person(s) thought you communicated.

5. Answer these “Focus Questions” for Chapter 1.
   1. What are the benefits of studying communication?
   2. How is communication defined?
   3. What communication processes and skills are relevant in all contexts?
   4. How do different models represent the process of human communication?
   5. What careers are open to people with strong backgrounds in communication?

Activities:
Requiring the “Experience Communication Case Study” is an excellent way to involve a different medium while getting students to think about communication. Have students watch the case study on the CD-ROM and answer the questions either on the CD or the book’s website. The scenario is also printed at the end of the chapter, but encourage students to actually watch the clip.
INTERNET WEB PAGE RESOURCES

Center for Communication
   http://www.cencom.org/

Central States Communication Association
   http://www.csca-net.org/

Eastern Communication Association
   http://www.ecasite.org/

International Communication Association
   http://www.icahdq.org/

Mind, Culture, and Activity Homepage
   http://www.communication.ucsd.edu/MCA/

National Communication Association
   http://www.natcom.org

Southern States Communication Association
   http://ssca.net/

Toastmasters International
   http://www.toastmasters.org/

The University of Iowa Journalism and Mass Communication Resources
   http://bailiwick.lib.uiowa.edu/journalism/

Western States Communication Association
   http://www.westcomm.org/
Chapter 1
A First Look at Communication

I—Recognize the meaning of a concept
II—Remember something about a concept
III—Apply a concept to a situation

MULTIPLE CHOICE

1. Given any typical day, how often does a person communicate? [p. 2, II]
   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

2. Author Julia Wood mentions which of the following factors affect her point of view in the textbook? [pp. 2–3, II]
   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

3. According to surveys of companies, the most important quality they look for in a job applicant is __________. [p.7, II]
   a. technical skill
   b. a degree from an accredited university
   c. *the ability to communicate effectively
   d. practical experience
   e. a willingness to relocate

4. Communication skills are vital to civic life because __________. [pp. 8–10, II]
   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
5. The process nature of communication means __________.  [p.10, I]
   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

6. The statement that communication is systemic means that __________.  [p. 11, I]
   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

7. The openness of a system is __________.  [p. 14, I]
   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

8. The literal meaning of a message is referred to as __________.  [p. 13, I]
   a. relational level of meaning
   b. connotative level of meaning
   c. bypassed meaning
   d. *content level of meaning
   e. inferential level of meaning

9. Symbols can be described as __________.  [p. 13, I]
   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

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 __________.  [p. 15, III]
    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
11. The most simplistic communication models are __________. [p. 14, II]
   a. transactional
   b. interactional
   c. *linear
   d. bifocal
   e. directional

12. The major distinction between the linear and interactive models of communication is __________. [p. 14, II]
   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

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 __________. [p. 14, III]
   a. *noise
   b. feedback
   c. transaction
   d. social diversity
   e. both a and c

14. George Herbert Mead’s statement that humans are talked into humanity means __________. [p. 5, II]
   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

15. Communication in personal relationships __________. [pp. 6–7, II]
   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

16. Communication is __________. [pp. 10–13, II]
   a. a process
   b. systematic
   c. symbolic
   d. *all of the above
   e. none of the above
17. The content level of meaning __________. [p. 13, II]
   a. is always verbal
   b. is language
   c. *is the literal message
   d. is psychological
   e. is cultural

18. The relationship level of meaning __________. [p. 13, II]
   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

19. Harold Laswell constructed a(n) __________ model of communication. [p. 14, I]
   a. circular
   b. cubic
   c. qualitative
   d. *linear
   e. reified

20. Wilbur Schramm constructed a(n) __________ model of communication. [pp. 14–15, I]
   a. round
   b. flat
   c. *interactive
   d. proactive
   e. deterministic

**TRUE/FALSE**

1. People who communicate well have an advantage in their personal, social, and professional life. [pp. 5–8, II] T

2. Communicating with other people promotes personal health. [p. 5, II] T

3. Communication is vital for maintaining civic engagement in societies, unless they are democratic and pluralistic. [pp. 8–9, II] F

4. In communication systems all parts of a system interact and affect each other. [pp. 11, II] T

5. Homeostasis is a state of equilibrium with a system. [p. 12, I] T

6. A living system can sustain absolute equilibrium. [p. 12, II] F
7. We have direct access to the thoughts and feelings of those with whom we communicate. [p. 13, II] F

8. Linear models capture the process character of communication. [p. 14, II] F

9. In the transactional model of communication, each person participates simultaneously as a sender and receiver of messages. [p. 15-16, I] T

10. Communication research is a vital and growing field of work. [p. 16, II] T

IDENTIFICATION

1. The abstract, arbitrary, and ambiguous representations we use to represent our experience are _________.
   [p. 13, I] symbols

2. _________ is anything that interferes with the intended meaning of communication. [p. 14, I] noise

3. The earliest models of communication which described communication as one-way, are known as _________ models.
   [p. 14, II] linear

4. _________ is the response we have to a message. [p. 14, I] feedback

5. The _________ model of communication best represents communication as a shared and complex process.
   [p. 15-16, I] Transactional

6. A process is _________ and _________.
   [p. 10, I] ongoing; dynamic

7. A _________ consists of interrelated parts that affect one another.
   [p. 11, I] system

8. _________ is the extent to which a system affects and is affected by outside factors and processes.
   [p. 12, I] openness

9. Systems seek a state of equilibrium, or _________.
   [p. 12, I] homeostasis
10. Abstract, arbitrary, and ambiguous representations of other things are __________. [p. 13, I] symbols

ESSAY

1. Define communication. Identify and describe the four key features of communication.

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

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

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

5. 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.