COMMUNICATION COUNTS: Getting It Right in College and Life

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CHAPTER 1

Appreciating and Understanding Human Communication

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CHAPTER ONE  Appreciating and Understanding Human Communication

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THINKING ABOUT COMMUNICATION, COLLEGE, AND CAREER

As you begin your experience as a college student, you are learning “how to do college.” Perhaps you have already faced some challenges this term as you learn to manage your academic, financial, family, and personal responsibilities as a college student. Although not all of the problems you face are communication related, many of them are, as Johnson, Staton, and Jorgensen-Earp (1995) report in their study of first-year students. As we will see later in this chapter, human communication is a complex and multidimensional activity. Miscommunications and misunderstandings are inevitable, but learning more about the components of communication and about different models of how humans communicate may help to ease some of these problems. Moreover, understanding the characteristics of communication and clarifying some misconceptions may also help you to become a better communicator in your college and personal life and in your professional career. Before we begin our investigation of some fundamental communication concepts, let’s discuss the relationships between communication, your college experiences, and your life outside the classroom.

Communication and College Experience

You are in an exciting and challenging time in your life: You are in college. Whether you are a first-year student, a mature learner, or a returning student who “knows how to do school,” college presents opportunities to experience invigorating intellectual, social, and personal growth. At the same time, you also face numerous challenges. (See the box “Campus Links: Transitioning’). You must develop the essential academic skills necessary to learn, and you must identify, set, and achieve personal and career goals. You will want to develop meaningful relationships with your peers, professors, and other important people on campus, including staff and administrators. There will be many opportunities to become involved in campus life, which means you must choose if, how, and where to become involved. In addition, you must decide how to finance your education and make choices about your behaviors and their consequences. Whether you are a recent high school graduate or an adult learner, you will face these issues and more.

Although it is much too simplistic to assert that communication is the key to dealing with all of the situations you are likely to encounter, certainly communication plays a key role in adapting to and navigating through the college experience. When reading this text, you will see the value of becoming a creative, competent communicator as you engage the college experience.

For example, as a student-learner, you are required to employ a wide range of communication skills. We use the term student-learner because being enrolled as a student doesn’t necessarily mean you are a learner. Some people believe that if a
A student is in college long enough, he or she will eventually graduate. But this is not always the case; there is no social promotion in college. At least two issues impact whether you become a student-learner or just a student.

First, remaining in college is a challenge. According to the National Center for Education Statistics, in 1994, 37 percent of students who began college as first-year students were either no longer enrolled or did not graduate. The National Center for Education Statistics’ Digest of Education Statistics also notes that students in two-year institutions are more likely to fall short of obtaining a degree than students at four-year institutions, usually due to work demands or low grades. Noel, Levitz, and Saluri (1985) suggest that students decide during the first six weeks of college whether they will stay or leave. Gardner and Jewler (2003) report that 40 percent of the students in four-year institutions do not complete their degrees.

You may also be faced with homesickness, separation from long-time friends, new living environments, and changes in diet. In addition to this, you must decide how to spend free time, manage money, go to class, and meet academic expectations unlike any you have ever faced. As a result, some first-year students are in danger of never assuming their role as a student-learner because they are tempted to drop out of college before having to make the difficult transition. When you grow discouraged, remember that college can affect your earning potential. According to the National Center for Education Statistics Outcomes of Education report, in 2002, men with a bachelor’s degree earned more than $22,000 more per year than men with only high school diplomas, while women earned more than $15,000 more per year with a bachelor’s degree.

**Campus Links**

**Transitioning**

**Stage One: Separation**

For many of you, the first phase of your college career involves separating or disconnecting yourself from old friends, former schools, and immediate family. Indeed, some of you may have already made many of these transitions before taking this course; however, many of you may be currently undergoing this “breaking away” process. According to Tinto (1993), students in the separation stage feel isolated and may be under a great deal of stress. Even if you are presently attending a community or two-year college, you may be going through some aspects of separation, because college involves new sets of norms or behaviors and new types of expectations. During the separation phase, students often feel like quitting school, going back home, or withdrawing from others; these feelings are completely normal.

**Stage Two: Transition**

This is the stage of trying to “fit in.” How well you weather this phase of college adjustment depends, in large part, on how much changing you need to do. For example, if your college environment is similar to the one from which you came (in terms of student population, size, geographic region, etc.), you might need to make fewer changes and accommodations. On the other hand, if your college environment is substantially different than the one you came from, you may experience more challenges as you make the transition.
Second, those who stay in college must engage learning. This means you must attend class regularly; complete required homework; learn to use the library; use a variety of technologies; and develop your listening, writing, and speaking skills. Moreover, you need to become involved in campus life (Astin 1985), navigate the financial-aid maze, and develop supportive relationships with other student-learners and faculty (Terenzini et al. 1996). We also suggest that you look for opportunities to engage your local communities. There are many ways to do this, including service learning. (See the box “Community Links: Service Learning”). As you move ahead in becoming a student-learner, you must learn and use several new skills. Communicating effectively with others is essential to learning these skills.

**Community Links**

**Service Learning**

You can learn a great deal about service learning from many outlets. The National Service-Learning Clearinghouse (NSLC) provides a great deal of useful information at www.servicelearning.org/. Campus Compact (www. compact.org) also offers a great deal of information. However, information is not a substitute for real-world experience.
for involvement, which is the ultimate goal of service learning. As you pursue your college education, you will likely find courses that either encourage or require you to engage in some form of service learning. While these courses may have different emphases or learning objectives, clearly understanding and actively responding to these opportunities will enhance your college experience. Below, we provide you with some basic information to help you engage service learning as you study communication and other courses.

Definition of Service Learning
Although there are many different specific definitions of service learning, the NSLC provides this definition, which offers the core ideas of service learning:

Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. (www.servicelearning.org)

To illustrate, when you and your peers from your health class volunteer with an after-school program to help provide physical educational activities for children, this constitutes service. However, when you then draw on this service to learn about and analyze the level of physical activity of children in this specific program and the resulting health consequences, you are learning and serving. In some cases, service learning may emphasize service more than learning or emphasize learning more than service. In other instances, service and learning may be balanced. Whatever the configuration or course, linking service and learning is an important initiative on many campuses and one you will likely have an opportunity to engage.

Linking Service Learning and Communication
You can’t truly serve or learn without developing and using appropriate and effective communication skills. As you work with others in order to be of service, you must learn to listen, empathize, and respond appropriately to those who may be very different from you. As you link service to learning, you must be able to think, speak, and write about your experiences. For example, in this course, you will probably deliver at least one speech. If you are engaged in service learning, you have a ready-made speech topic about which you can inform your peers (i.e., what you are learning from your service work). If you are delivering a persuasive speech, you may want to encourage your peers to volunteer their time and energy to help improve the lives of others. Regardless of whether you use your service-learning experiences for speech topics, learning the foundational principles of communication will help you serve and learn.

Although mature learners do not necessarily face the same specific challenges as recent high school graduates, you face equally difficult obstacles. These often include managing your time in order to meet work and family responsibilities while setting aside sufficient time to study. Managing money also presents challenges, especially if you have taken a leave of absence or quit your job in order to complete your degree. You may also feel a considerable amount of fear if you can truly succeed in the college environment (Brown 1996). Many of you are likely experiencing other significant personal changes as you begin college, which may include dealing with a divorce, becoming a single parent, changing your career, or facing an “empty nest” when your children have moved out (Aslanian 1996). While you may truly want to learn, distractions abound.

As you can see from these brief descriptions, the transition to college is demanding. As we noted earlier, many of the challenges and opportunities you face
as a student-learner are linked, to a greater or lesser degree, with communication. This list summarizes some of the communication issues you face:

- Listening to professors explain concepts you need to know
- Engaging class discussions
- Establishing friendships with other students with whom you can socialize, study, or complete group projects
- Developing a comfortable working relationship with your academic advisor
- Posing questions to and talking with professors, staff, and administrators
- Expressing your opinions and insights clearly in class discussions
- Negotiating your relationships with significant others and family members
- Addressing relevant campus and community issues that concern you

Even though this list is not comprehensive, it represents the central role communication plays in college. Research also confirms the importance of communication in college given that college students spend 69 percent of their time engaged in speaking and listening (Barker, Edwards, Gaines, Gladney, & Holley 1980). Whether you are analyzing your self-talk; taking notes from a lecture; engaging a small group project; talking with your friends, family, or partners; posing a question in class; planning next semester’s courses with your advisor; or articulating your position on an issue of concern on campus, oral communication is fundamentally important. Therefore, appreciating the role communication plays in the college experience and developing your oral communication skills will help you make the most of the experience. We sincerely hope this text will help you understand and apply important principles of communication here and now.

Communication and Life After College

Although college ends, learning does not. We continue to learn throughout our entire lives. Likewise, we also continue to rely upon communication in our personal, professional, and public lives.

Relationships with other people are often our greatest sources of joy and our greatest sources of pain. Later in this book, we will talk more about personal relationships and the important role communication plays in them. At this point, however, it is sufficient to note that both during and after college, healthy relationships with romantic partners, friends, family, and coworkers require effective, appropriate, and creative communication. For example, what do you say when your female partner, friend, or family member asks you, “Do you think I look fat in this dress?” This is a loaded question, and how you answer it may decide whether or not it backfires. More importantly, the very fact that the question is posed and the way you respond reveals important dimensions of your relationship as constructed and maintained through communication. In short, communication plays a central role in relationship development and maintenance.

Communication plays an equally important role in our professional lives. Surveys confirm that competent communication skills, including speaking, listening, and writing, are among the top skills required by employers. Listening in particular improves opportunities for advancing at work (Sypher, Bostrom, & Seibert 1989) and is identified as an important skill by Fortune 500 companies (Wolvin & Coakley 1991). Although you may think that your chosen career does not entail using communication skills on a regular basis, we encourage you to talk with a seasoned professional in your field of interest in order to check the validity of your belief. In all probability, you will find that every career path calls for effective, creative communication skills (see box “Career Links: Effective Communication: The Key to Getting and Keeping a Job”) in order to interview well for a job; make presentations to clients, customers, or colleagues; and work with a team to complete a project. For example, the Scientist (Richman 2002) reports that communication skills are crucial to obtaining a job in science-related fields. Gardner and Jewler (2003) note that “regardless of which career you choose, people are likely to judge your effectiveness—at least in part—by your speaking skills” (p. 137).
Although your personal and professional lives are important, you also share in the public life of your communities, states, and nations. As U.S. citizens, in order to participate in the privileges and responsibilities of a democracy, you must communicate. For example, listening carefully to candidates’ positions on issues of critical importance allows you to obtain vital information that helps you choose how to vote. Or, you may be motivated to speak to a local school board about an issue that impacts public education in your community, especially since adults in the United States give public education a grade of C (2.08 on a 4.0 scale; National Center for Education Statistics, Outcomes of Education). These and numerous other situations of public concern will likely prompt you to engage the communication process as a result of your role as citizen.

Now that we have considered the importance of communication to our lives in college and in future careers, let’s get a better understanding of some of the basic, yet vital information about human communication. We will start with thinking about the nature of human communication.

**Definitions of Communication**

Definitions of communication abound. Dance and Larson (1976) identify over one hundred definitions of communication. The sheer number of definitions suggests the difficulty of defining the term. Furthermore, when we define any term, by the very nature of the act, we specify, and thereby limit, the concept. This is useful and necessary in many instances, but human communication is flexible and situational by nature and, therefore, difficult to define. Consequently, it may be better to say that we can describe human communication in a variety of ways in order to assist our understanding. In this chapter, we describe communication by examining a descriptive phrase, identifying important components of communication, reviewing models of communication, explaining characteristics of communication,
and clarifying popular misconceptions about communication. We hope this variety of approaches will help you to develop an understanding of the complexity, creativity, and challenge of human communication.

Examining a Descriptive Phrase

*Human communication* may be described as “negotiating symbolic meaning.” This statement identifies important ideas for us to consider. First, this book focuses on *human* communication. Perhaps, like many pet lovers, you insist that your pet communicates with you in a variety of ways. Wanting to enter a career in professional communication because you are “really excellent at working with people” is not a strong reason, because a career in communication calls for multiple skills. As one of your authors comments, “Some dogs are excellent at relating to and working with people, but that doesn’t qualify them for a communication career.”

Second, communication is *symbolic*. This means that humans use words (verbal communication), vocal utterances (oral communication), or body movement (nonverbal communication) to represent a host of referents. For example, verbal communication uses words like *chair*. The spelling, sound, and definition of this symbol is arbitrary because there is no firm reason why the word *chair* should not be spelled *chare* or the first two letters pronounced as a “sh” rather than a “ch,” or even used to refer to a completely different object than a piece of furniture upon which one sits. Because we have agreed upon the conventions of language or the rules that guide language, we use verbal symbols in order to communicate.

Oral communication or vocal utterances may also act as symbols. Consider, for example, the sound we make when we gasp. A gasp is actually a sharp intake of air that creates a whispery sound using our mouth, lips, and vocal cords. A gasp is not a word, so it is not verbal communication; however, a noise or an utterance can be classified as oral communication. When you hear a gasp or respond with a gasp, what does this communicate? Usually it implies or denotes surprise or shock. Therefore, when a novelist writes, “She gasped at the sight before her,” we understand the behavior, and this cues us to expect the writer to describe the shocking scene the character observes.

Nonverbal communication is also symbolic and includes oral communication because vocal utterances, such as the gasp, typically fall within the area of nonverbal communication called *paralanguage* or *vocalics*. *Paralanguage* or *vocalics* refers to the vocal sounds we make such as pitch, volume, emphasis, or other similar sounds. However, we usually think of nonverbal communication as facial or bodily movement.
Facial movements like frowns, smiles, or grimaces communicate feelings. Gestures represent words, give directions, or express feelings. Although we will further discuss nonverbal communication later, it is important at this point to understand that nonverbal communication is symbolic—that is, nonverbal communication represents or accompanies a word, a feeling, an object, or some other referent. For example, the simple act of pointing is symbolic because we use it to give others directions, to focus others’ attention, or perhaps to express our displeasure toward someone else, such as when we give a thumbs-up or a thumbs-down.

All of these symbols are significant to communication because we use them to construct meaning. These symbols help us create a shared understanding with one another. However, this meaning is not always clear! Imagine that your professor says to your class, “We will have a quiz at the first of next week.” After reviewing important information for the quiz, he or she went on to teach the class and, as planned, the next week administered the quiz. One of your classmates exclaims, “I thought this was supposed to be a quiz. This is an exam!” What makes the difference between a quiz and an exam? The difference is not arbitrary; it is a matter of the meaning we attach to the symbols. In the student’s mind, a quiz was a short, relatively easy, focused assessment. In your professor’s mind, it was also a shorter, focused assessment, but not as short, focused, or easy as the student expected! Different meanings for the same symbol, therefore, created miscommunication. The point is this: Symbols carry meaning, but we create the meaning as a result of our prior experience and expectations.

Because human communication rests on symbols that carry a variety of personal meanings, it must be negotiated. In other words, when we communicate with one another, we seek to create shared understanding. This does not mean that we have exactly the same definitions for every verbal, oral, and nonverbal symbol, but we find a common ground that allows us to share greater clarity, or fidelity. As you likely know from your own experience with others, this is not always easily done. Myers and Myers’ (1992) humorous summary makes the point well: “I know you believe you understand what I said, but I am not sure you realize that what you heard is not what I meant!” How many times have you felt this way? We must consciously work at creating shared meaning. There are numerous strategies we can employ to enhance shared meaning, which we will discuss in the remainder of this text, but for now, consider this important idea: People, not symbols, create meaning.

In order to better understand this process of symbolic negotiation, we should consider the various components of communication. These include a sender, a message, a channel, a receiver, feedback, contexts, noise, and motivation.

A sender is the originator of a message, whereas a receiver is the target or recipient of the message. The sender is also referred to as the encoder, because he or she creates a message by using a system of symbols the receiver will understand, such as a shared language. The receiver, on the other hand, is referred to as the decoder, because he or she interprets the message. To put it another way, the sender and receiver constitute the who in the communication process.

The message is twofold (Watzlawick, Beavin, & Jackson 1967). First, the message constitutes the content one person seeks to share with another; it is the topic or substance of communication. The message is the what of the communication process. Second, the message reflects the relationship that exists between the people communicating. For instance, although both your romantic partner and your mother may tell you, “I love you,” there is an obvious difference in the meaning because of the nature of the relationship.

As Schramm (1955) emphasized, when people communicate, they respond to one another. This response, whether verbal or nonverbal, constitutes feedback.
Feedback, therefore, is also a message, although it is typically a responsive message the receiver provides to the sender. Consequently, feedback may also be thought of as a part of the what in the communication process.

The channel is the medium by which the message travels from the sender to the receiver. When people communicate with one another face-to-face, the air carries the messages they send and receive. However, additional channels have emerged over time. Handwritten letters once acted as the primary channel for people to share messages at a distance. Later, the invention of the telegraph and telephone created additional channels. Today, video conferencing, e-mail, instant messaging (IM), and other emerging computer-mediated communication tools provide new channels that require us to reconsider our views of communication. (See the box “Computer Links: CMC”.) The channel, then, is the how of communication.

**Computer Links**

**Computer-Mediated Communication (CMC)**

The computer has dramatically impacted human communication by providing new channels. Chat rooms, e-mail, Listserves, and instant messaging have replaced many of the former modes of communication in practically every field of work and in personal relationships. The proliferation of computer-mediated communication (CMC) research is but one indicator of the growth of this new channel; another is the number of e-mails you receive each day. For example, we often hear colleagues and professionals in the workplace bemoan the number of e-mails they receive daily. In short, human communication has and will continue to dramatically change with advancing technology. As computers become more affordable, smaller, and efficient, we can expect greater reliance on CMC.

This dramatic shift to computer-mediated communication is not without its challenges and problems, however. For example, some feel our reliance on computers is making us lose our “human touch.” Others express concern over the degree of access to technology experienced by people in the United States and in other nations. The proverbial economic distinction of the “haves” and “have-nots” equally applies to technological access. For example, your authors teach on two different campuses. In the United States, some institutions issue every student a laptop computer for which he or she pays a semester fee; this ensures every student at those schools has immediate, personal access to a computer. In contrast, at other institutions, students may or may not have their own computers and may pay a technology fee for access to university-supported computer labs. Even greater differences than these exist globally, which has given rise to such terms as digital divide and cybersegregation. As a way to personalize the issue, consider keeping a log for one week on your use of CMC. For example, consider keeping a chart of the number of e-mails you receive and send, how long you spend sending and receiving instant messages, and how many Listserves you belong to. This simple assessment is likely to reveal that you, like many others, are truly reliant on CMC as a primary channel of communication.

People do not communicate in a vacuum. All communication occurs in a context or a specific environment that involves several situational factors, including physical, cultural, linguistic, social, temporal, and personal aspects. (See the box on Cultural Links.) Consider how students communicate differently in the library and in the commons. What are some of the differences? Why do these differences exist? How does the physical arrangement, the cultural expectations, the social significance, or the time of day impact communication in these two very different spaces? Are you likely to hear different types of language used in these locations? Why? By reflecting on these questions, you can see that where and when communication takes place directly impact the nature of the communication.
Cultural Links

Culture ↔ Communication

This simple diagram makes an important point: Culture and communication share a reciprocal relationship. Culture, then, is an essential and primary context of communication. It surrounds and infuses human communication; in turn, communication reinforces culture. Although a variety of definitions of culture exist, Martin and Nakayama (2001) offer this helpful definition: “The learned patterns of perception, values, and behaviors, shared by a group of people that is also dynamic and heterogeneous” (p. 23). Given this definition, consider the reciprocal relationship shared by culture and communication by reviewing two simple statements:

1. **Culture influences communication.** Most obvious, the language we speak and the nonverbal communication we employ are culturally determined. However, less-obvious cultural influences affect our communication. For example, our culture determines whether certain topics or terms are appropriate for casual or intimate conversation or even whether we should speak or remain silent. In other words, our culture “programs” us to communicate according to particular patterns that are imbued with unconscious ideas and ideals. Some cultures such as New Zealand, for instance, have a lower power differential and seek to de-emphasize hierarchy and differences in status, preferring a more egalitarian approach to human interaction, even in situations where a power difference due to rank or authority exists. On the other hand, countries such as Mexico and India tend to emphasize a large power distance and therefore rely on hierarchical, formalized decision making and sharper distinctions between, for example, bosses and subordinates. Even though these patterns provide points of reference to understand cultural differences, it is important to remember that not every individual from a given culture will necessarily communicate according to the stereotypical patterns. Martin and Nakayama emphasize this by noting that culture is dynamic (it changes) and heterogeneous (diversity exists within a given culture). Nevertheless, these patterns provide us with a way to compare and contrast culture and its impact on communication.

2. **Communication influences culture.** Culture is learned, expressed, and shared. In other words, we constitute culture through communication. For example, everyday greeting behaviors differ among cultures. These communication patterns reinforce the cultural values and behaviors of a given group of people. To illustrate, in many Asian cultures, bowing still remains an important social rule of greeting, while in Western cultures, shaking hands prevails as the primary form of greeting. These simple, everyday behaviors reinforce cultural expectations, and when examined closely, reflect even deeper differences among cultures. For example, when one of your authors was in Guatemala, he discovered two different types of handshakes. Some people shook hands with him in the typical “American” manner—they gripped his hand as he gripped theirs. However, others gripped his elbow, so that his entire forearm touched their forearm. Upon inquiry, he discovered that this second type of handshake constituted a “warmer welcome” than the traditional form; it was a way for the greeter to express a hearty welcome. Although this difference may seem like a peculiarity, it actually reflects a cultural difference: Some cultures are contact cultures (touching is welcomed and expected), whereas others are noncontact (touching is restricted and not expected). The “Guatemalan handshake,” then, does more than express warmth—it also reflects and reinforces cultural values and expectations.
Noise is yet another component of communication and refers to any interference that occurs as we communicate. This interference may be external or internal. For example, consider an early morning summer class where the groundskeeper was mowing the grass outside. Suddenly, a riding mower became the object of interest for a number of students! The external noise of the mower interfered with the communication in the classroom. Internal distractions such as being preoccupied with a problem or excited about an upcoming event also interfere with communication. How many times have you sat in class worried, bored, sleepy, or hungry and suddenly realized that you had missed an important lecture point? In this instance, you were experiencing internal interference or noise. (See the box “Communication Links: Concentration.”)

### Communication Links

#### Concentration

- Can’t concentrate?
- Lose your train of thought?
- Find your mind wandering all the time?
- Can’t remember what you’ve been reading or studying?

These are all examples of mental noise that interferes with learning. How do you deal with this noise in order to more effectively engage your learning in college? To start, you can learn to improve your concentration; this can reduce frustration and earn you better grades. But improving your concentration requires developing methods of monitoring your attention span and redirecting your focus. Eliminating or minimizing distractions is a good place to start.

#### Reducing External and Internal Noise

*External noise* comes from things like sounds (phones ringing, TVs blaring, fans blowing), others (children, pets, roommates), or external situations (noisy cafeterias, high-traffic study areas, glaring overhead lights). *Internal noise*, on the other hand, comes from worries or emotions you are experiencing. For example, you may be concerned about money, guilty over not spending time with family members, or angry over a recent argument. Internal distractions are the “mental conversations” that you have with yourself.

You can often control external distractions by changing locations or arranging set study times. Internal distractions, however, are much more difficult to control because they interfere with your concentration and focus. To combat both types of distractions, try employing one or more of the following suggestions.

#### CombatingExternal Noise

**Establish a “Distraction-Free” Study Area** Find a study location away from your dormitory room, apartment, or home. Find a location on campus, in the community, or in your building that you find conducive for studying. After trial and error, you might find that the laundry room, the back booth in the student union, an out-of-the-way study room of the public library, or some other quiet, well-lit location works well. Think of your study time as your “part-time” job. Go there and put in your hours.

**Take Care of Your Physical Needs** Overlooking your needs for rest, nutrition, exercise, and relaxation can cause concentration problems. Shortcutting your sleep or overdoing it with caffeine negatively affects your ability to concentrate. Make sure that you are taking care of your body’s needs so that your mind can do its work.
Institute Regular Study Times  Start paying attention to your level of concentration throughout the day and in various settings. Are you able to concentrate better in the early morning or later in the afternoon? Do you accomplish more in a shorter amount of time working at a back table in the student union or at a study desk in the library? Determining when and where you are at your peak levels of concentration will help you to set regular study times throughout the week.

Be Honest with Those Who Are Important to You  Let roommates, spouses, children, parents, and others involved in your life know that you need privacy and quiet to get your studies done. Involve them in deciding how you will use your study and free time. Use family or down time as rewards and incentives to keep you on track while you study.

Fighting Internal Noise
You can change locations or reason with those around you, but it is much more difficult to control what is happening in your mind. In order to make the most of your study time, it is imperative that you find ways to fight internal distractions. Here are some things you can try.

Develop a “Purge” List  In order to get worries off your mind, begin your study session by jotting down on a piece of paper everything that’s on your mind (i.e., needing milk and bread from the store, paying your telephone bill, worrying about your aunt’s surgery). Keep this paper nearby while you study; when you find yourself getting distracted, you can “unload” these distractions and concentrate on your studies. Later, after you finish studying, you can look at your list of distractions, create to-do lists, or determine what things are interfering with your concentration.

Pay Attention to Concentration  When you begin to study or read, jot down the time you begin in the margin of your text or notes (i.e., 4:12 P.M.). Begin studying. Note when your attention begins to wander and write down that time (4:19 P.M.). Repeat the process when you begin again. Caution: When you first begin comparing your attention times, you may get discouraged because it may seem you aren’t getting very far. However, some students report that this technique of “paying attention to paying attention” works because it forces them to think about what they are doing and to gradually increase the amount of time they can stay focused on their task.

In sum, improving your concentration can help you accomplish more work in less time, reduce your levels of frustration and anxiety, and prepare you to function more effectively in your chosen field. Unfortunately, noise is more likely to increase as you take on additional responsibilities, so finding ways to enhance your attention span now will help you in college and will assist you in your profession.

Motivation is the final component of communication. Up to this point, our discussion of the components of communication sounds mechanistic: A sender inputs a message through a prescribed channel with a resulting output that is picked up by the receiver. This is hardly the case, because human communication, as we have already suggested, is creative. We must never forget that communication is a human endeavor that arises from a variety of motives. Sometimes we communicate to achieve practical ends; we refer to this as instrumental or functional communication. When you ask a classmate, “Can I copy your notes from the last class I missed?” you are engaged in instrumental communication. Other times, we communicate to express our emotions, strengthen bonds with others, or secure a sense of belonging; we refer to this as relational communication. For example, hanging out with your friends may include small talk, jokes, or serious conversations that help to express how you feel about one another, while also reinforcing your ties to
one another. Whatever the reason we communicate, there is a motive. This constit-
tutes the why of communication, yet another important component of the commu-
ication process. The Communication Links box provides more information about
how willing you are to communicate in different situations.

### Communication Links

#### Willingness to Communicate

You may be someone who talks frequently in almost any situation, while your
roommate, spouse, or best friend may be inclined to speak only in situations where
he or she is more comfortable or knows others better. Although situations may also
impact the degree to which you are willing to speak, this personality difference has
been labeled willingness to communicate (McCroskey & Richmond 1990).

Willingness to communicate (WTC) can be thought of as varying degrees in
communication motivation. Someone who is more willing to speak generally
possesses a higher degree of motivation to communicate, whereas someone who
is more reluctant to speak is less motivated. It is important to note that while the
degree of motivation may shift depending on circumstances, WTC is a fairly con-
stant personality trait. Complete the scale below to discover your own level of
WTC in various situations and with various types of communication partners.
After you complete the scale, consider the questions that follow.

#### Willingness to Communicate Scale

Directions: Below are twenty situations in which a person may or may not
choose to communicate. On the line at the left, indicate the percentage of time
you would choose to communicate in each situation. Using 0 for never and 100
for always, rank each situation.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | Talk with a service station attendant. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. | Talk with a physician. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. | Present a talk to a group of strangers. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. | Talk with an acquaintance while standing in line. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. | Talk with a salesperson in a store. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6. | Talk in a large meeting of friends. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7. | Talk with a police officer. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8. | Talk in a small group of strangers. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9. | Talk with a friend while standing in line. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|10. | Talk with a waitperson in a restaurant. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|11. | Talk in a large meeting of acquaintances. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|12. | Talk with a stranger while standing in line. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|13. | Talk with a secretary. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|14. | Present a talk to a group of friends. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|15. | Talk in a small group of acquaintances. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|16. | Talk with a garbage collector. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|17. | Talk in a large meeting of strangers. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|18. | Talk with a significant other. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|19. | Talk in a small group of friends. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|20. | Present a talk to a group of acquaintances. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

* A filler item that you will not use in completing your scores.
Scoring: To compute the subscores, add the percentages for the items indicated and divide the total by the number indicated below.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Questions on Survey</th>
<th>What to Divide By</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>3 + 14 + 20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Meeting</td>
<td>6 + 11 + 17</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>8 + 15 + 19</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dyad</td>
<td>4 + 9 + 11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Stranger</td>
<td>3 + 8 + 12 + 17</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Acquaintance</td>
<td>4 + 11 + 15 + 20</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td>6 + 9 + 14 + 19</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total WTC = Stranger + Acquaintance + Friend

Questions for Reflection

1. Given the following average scores drawn from research, how willing are you to communicate, comparatively?
   - Willing to communicate with friends—85.5 percent
   - Willing to communicate with acquaintances—75 percent
   - Willingness to communicate with strangers—41.3 percent
   - Willingness to communicate in dyads (twos)—79.5 percent
   - Willingness to communicate in groups—73.4 percent
   - Willingness to communicate in meetings—60 percent
   - Willingness to communicate in public—56 percent

2. McCroskey and Richmond (1990) assert that people generally prefer to communicate with a small rather than large group. They also state that individuals are less willing to communicate with others with whom they have a more distant relationship than with people with whom they are closer. Do you agree with these observations? Why? Why not?

3. What impact may willingness to communicate have on your college experience? Your future career? Read the research summary at http://www.jamescmccroskey.com/publications/138.pdf. After reading this summary, what is your opinion of the possible impact of WTC on your college and career success?

4. Why are we interested in learning about willingness to communicate? What difference does it make? What values or beliefs does our interest in this topic suggest?

5. Do you think willingness to communicate shifts between cultures? Why? Consider the information at http://www.jamescmccroskey.com/publications/152.pdf. What insight does this research offer that may help answer this question?

6. In general, do you think men or women are more willing to communicate? On what do you base your opinion?


These components of communication help us analyze most human communication and are summarized in Table 1.1. The following question helps summarize the components while providing us with a way to carefully observe almost any communication situation: Who (sender/receiver) is talking, listening, or responding to whom (receiver/sender), about what (content), where (context), when (context), how (channel), and why (motivation)?
CHAPTER ONE
Appreciating and Understanding Human Communication

### Table 1.1 Components of Communication

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO</td>
<td>Sender (Encoder)</td>
<td>Creates messages using symbols</td>
</tr>
<tr>
<td></td>
<td>Receiver (Decoder)</td>
<td>Interprets symbols and assigns meanings</td>
</tr>
<tr>
<td>WHAT</td>
<td>Message</td>
<td>The content or the topic</td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td>Responsive message</td>
</tr>
<tr>
<td>HOW</td>
<td>Channel</td>
<td>Means by which the message is delivered</td>
</tr>
<tr>
<td></td>
<td>CONTEXT</td>
<td>The situation where communication occurs</td>
</tr>
<tr>
<td>WHEN</td>
<td>CONTEXT</td>
<td>The time of the communication</td>
</tr>
<tr>
<td>WHEN/WHERE</td>
<td>NOISE</td>
<td>Interferences with communication</td>
</tr>
<tr>
<td>WHY</td>
<td>MOTIVATION</td>
<td>Instrumental or functional—practical reasons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relational—connecting to others</td>
</tr>
</tbody>
</table>

### Models of Communication

In order to see the relationships between these various components of communication, let’s look at three models of communication, summarized in Figure 1.1 (Worley & Worley 2000). Note that each model is named, diagrammed, assigned a symbol, and compared with a sport or physical skill. Each model also includes several of the components of communication we identified in the previous section, namely, the sender (S), the message (M), the channel (C), and the receiver (R). The two arrows and the two-way arrow represent feedback in the interactive and transactional models. The check mark represents noise, and the brackets in the last two models represent the contexts that directly impact communication. Let’s consider each of these models in turn, and then we will examine a way to further adapt one of the models.

Laswell (1948) first diagrammed communication using the transmission or linear model. Later, Shannon and Weaver (1949) added noise as a component of this

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**FIGURE 1.1 Three Models of Communication**

<table>
<thead>
<tr>
<th>Name of Model</th>
<th>Transmission</th>
<th>Interactive</th>
<th>Transactional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram of Model</td>
<td>S → √M → C → R</td>
<td>[S→√M→C→R] ≤←</td>
<td>[R/S ↔ √M ↔ C ↔ R/S]</td>
</tr>
<tr>
<td>Symbol</td>
<td>→</td>
<td>→</td>
<td>≤</td>
</tr>
<tr>
<td>Metaphor for Model</td>
<td>Archery</td>
<td>Tennis</td>
<td>Juggling</td>
</tr>
</tbody>
</table>

model. Notice how this model depicts communication as a straight line (this is why it is called a linear model) where communication flows in only one direction, from sender to receiver. A single arrow represents this model; it is likened to archery because the sender “shoots” a message to the receiver or target of the message. Therefore, in this model, communication occurs when the sender has successfully delivered his or her message. After you did not comprehend a message, perhaps someone has said to you, “But I told you that yesterday!” Or maybe you have said the same thing to a friend, partner, or parent. Whenever we use this statement, we are assuming that by sending a message, we successfully delivered the message and that our intended target has received it. In reality, we know that this is not how we communicate with one another; communication is not like transmitting a signal and is seldom one-dimensional.

The second model, the interactive model, draws on the work of Schramm (1955), who emphasized the role of feedback in human communication. In this model, there is still a sender, message, channel, receiver, and noise, but the receiver responds to the sender. This view of communication is much like playing tennis: The sender lobs a message to the receiver who, in turn, fires back a message. Therefore, two arrows depict this model, because both the sender and receiver are actively engaged in the communication process. The interactive model stresses turn-taking.

Communication, however, can most often be depicted in the third model, the transactional model (Wood 2001). If you observe people talking with one another, it soon becomes apparent that while we do take turns, sometimes we talk simultaneously or we may even interrupt or talk over one another. Even if we are not speaking at the same time, we still send nonverbal messages while we communicate. In other words, there is no time lapse in sending and receiving messages, as suggested by the interactive model. We send and receive messages simultaneously and therefore act as senders and receivers at the same time, as depicted in the transactional model. In order to demonstrate this simultaneous process, we use two-way arrows and an infinity symbol. Juggling acts as a metaphor for communication, because people are actively engaging in sending and receiving messages at the same time. In a sense, we could say that communication is always “up in the air,” because it is ongoing.

Communication theorists identify context as the key difference between an interactive and a transmission view of communication, although context is an equally important consideration in transactional communication. As Wood (2001) explains, these contexts or systems impact the kinds of meanings people create, especially if the communicators share similar or have very different personal experiences. For example, think of the challenges international students encounter in studying at universities in the United States. They face many strange contexts because their prior experiences include different native languages, climates, foods, holidays, values, and beliefs. Because of so many contextual changes, international students face culture shock, which Martin and Nakayama (2002) define as “a relatively short-term feeling of disorientation, or discomfort due to the unfamiliarity of surroundings and the lack of familiar cues in the environment” (p. 89). An international student recently described her experience of studying in the United States by saying, “I feel invisible,” while another said, “Learning in English is like trying to see through a gauzy cloth; everything was there but nothing was clear. Over time, it was like the cloth was being removed so that I could see what was going on around me.” These students express the overwhelming challenges in understanding the context for communication in English, which is a significant factor in communication, as depicted by the transactional model.

Both of these examples illustrate the importance of context in the transactional model. As the model indicates, the communication context surrounds the entire process of communication and therefore influences every aspect of the process.

In addition to these three models, we propose a fourth model—the creative communication model (Worley & Worley 2000). This model, depicted in Figure 1.2, has all the elements of the transactional model but stresses two important differences. First, pictures of two people replace the roles of sender and receiver. As we
emphasized earlier in this chapter, communication is a unique human activity. In fact, Burke (1961) defines humans as “symbol users.” In other words, our ability to communicate is essential to our humanness. The creative communication model emphasizes this important fact. Second, as people, with all our thoughts, motivations, and behaviors, we work together to create and share meanings with one another as we simultaneously send and receive messages. This is, indeed, a creative process that requires us to draw on a range of abilities unique to our species. Through our use of words, voice, face, and body, we can share information and emotion or seek to persuade others to our viewpoint. As one ancient writer phrased it, “A word fitly spoken is like apples of gold in pictures of silver” (Proverbs 25:11, KJV). In other words, the right word at the right time can leave a legacy of beauty. At some point in your life, someone has probably said something to you that moved you so much that it lingers in your memory to this day. This demonstrates how people make meaning through creative communication.

**FIGURE 1.2 Creative Model of Communication**

These four models, then, help us relate the components of communication to one another, while also identifying some important characteristics of communication. However, there are additional characteristics that will further clarify our understanding of communication, which we consider next.

**Characteristics of Human Communication**

We have already identified communication as symbolic, transactional, and contextual. These constitute the first three important characteristics of communication. Let’s consider the remaining characteristics. As the linked loop in the transactional model suggests, communication is a process. In order to think carefully about
communication, we divide and diagram the process into components. However, in reality, communication is not a series of separate acts but is ongoing; it is not like a series of single frames examined one at a time, but more like a movie in which the frames flow together. To illustrate, before coming to college, you probably spent a great deal of time thinking about which college to attend, what college life would be like, and how your life might change. Your thinking was probably influenced quite heavily by your life experiences and by the people with whom you spent a lot of your time. In other words, the communication you experienced before coming to college impacts your expectations and behaviors now when you are attending college; it also influences how you communicate with others about your college experience both now and in the future.

To take another example, if you have a best friend, you probably share a special communication code you have created as a result of prior communication with each other. Therefore, the two of you enjoy verbal or nonverbal shorthand: a word, phrase, or name holds special significance for both of you and creates a predictable reaction, even if you have not seen each other for a long period of time. This demonstrates that communication is indeed a process, because what you have shared before continues to influence your communication in the present and in the future.

Communication is also complex. Given what we have already discovered about the nature of human communication, this may seem apparent. As one student commented, “I never realized communication was so complicated!” To make the point even clearer, let’s briefly review and then consider some additional information. Communication is complex because it requires people with possibly very different backgrounds and experiences to use ambiguous symbols to co-create meaning in an environment that may be very noisy. Additionally, human communication is complex because it is intentional, relational, contextual, and ethical.

**Communication Is Intentional**  *Intention* refers to what we plan or propose to do. The word suggests that we make choices and then act upon them. Consider this question: Do we communicate even when we don’t intend to do so? Watzlawick, Beavin, and Jackson (1967) contend that “one cannot not communicate.” They believe that we communicate regardless of whether we choose to do so. Other communication theorists distinguish communication from communicative behavior. These scholars contend that communication is, by definition, always intentional or purposeful behavior. This may at first seem like a senseless debate, but this debate serves to emphasize the complexity that attends both the study and the practice of communication. Have you ever been totally misunderstood and you did not know why? Think about what happened. In all likelihood, something you said or did was misinterpreted. To put it in terms we introduced earlier, the receiver of your message attached an intended meaning to your words or behavior that was, in fact, not your intention at all.

Many of your previous experiences may help you understand the complexity of communication. One day an elementary school student sat in his music class listening to a group of students (of which he was not a part) sing a particular phrase from a song they were practicing for an upcoming spring concert. As the group sang, the student rubbed his nose with his right hand. The teacher stopped the class and verbally rebuked him for the behavior. The young boy was astonished; he scratched his nose because it itched, but the teacher interpreted the behavior to mean that the student thought the group’s singing “stunk.” This example illustrates communication that is unintentional. It also illustrates that communication is a process, because this event continued to influence the student’s communication with his teacher during and after elementary school.

**Communication Is Relational and Contextual**  As we explained earlier, communication is also complex because it includes both content and relational dimensions. We communicate information or a request, and we indicate how we feel about others in the manner in which we share the information or present the request. Although we may not be aware of it, we tell others how we view our
relationships with them when we communicate. If a faculty member asks students to complete an assignment and invites questions and offers help, he or she is demonstrating that he or she recognizes the interpersonal quality of a teacher-student relationship. However, if a faculty member gives an assignment and does not allow an opportunity for questions, tells students to work problems out for themselves, or threatens to lower the students’ grades if they pose questions or ask for help, the instructor communicates a very different view of his or her relationship with students by emphasizing the superior-subordinate roles of teacher and student.

In order to be successful in college, you must learn how to read these cues and respond accordingly from semester to semester as you meet new teachers. Even though this may at first seem relatively simple, learning to read relational messages is actually quite complicated. It becomes even more complicated given that people have days when they do not feel well or may be frustrated or overwhelmed and, as a result, act out of character. For example, a teacher who has been helpful and approachable all term may one day, in a stressful moment, become irritable and speak more firmly with students. No doubt his or her students ask, “What happened? I thought the teacher liked us! What did we do wrong?” Suddenly, the relational message shifts and communication becomes even more complex!

**Communication Is Ethical** When we are faced with asking what is the right way or the best way to communicate in a given situation, we are dealing with the ethics of communication. If we seek to escape or ignore these questions, we have made a clear ethical choice. Consider these important questions about communication ethics: Is it ever appropriate to lie to someone? Should you confront a speaker in a public setting if you know his or her argument relies on false or misused information? Is it wise to tell your best friend that his partner is cheating on him? Should your campus allow all groups, even hate groups, to speak freely on campus? What is the best way to respond to a university employee who becomes verbally abusive when you ask to speak to her manager? Making these and other decisions about what is the right or appropriate communication in a given situation requires considerable wisdom and skill and makes communication even more complex! We will discuss ethical communication further in Chapter 2.

**Some Clarifications about Communication: Addressing Misconceptions**

We have examined a descriptive phrase, considered models of communication, and identified components of communication. Now let’s consider some common misconceptions about communication.

**Misconception #1: Communication Is Exact** Exactness in communication is impossible. As we have stressed throughout this chapter, communication requires creative negotiation, not transmission or translation. Because of our unique backgrounds and experiences, the limitations of symbols, and the nature of meaning, we can never avoid miscommunication or the hard work required to negotiate meaning. It is unrealistic to think that we can attain perfect precision with our communication skills. Although we can certainly improve our skills and learn how to reduce miscommunication and enhance fidelity, or greater clarity, we can never achieve exactness.

**Misconception #2: More Communication Is Better Communication** Even though communication is fundamentally important to every part of our lives, we should not assume that increasing the amount of communication results in greater benefit. More is not always better, because communication is governed by the law of diminishing returns—that is, increasing the quantity of the communication may actually compromise its quality. For instance, some of you may have wrestled with whether you should have enrolled in college this semester. You may have talked about it repeatedly and still not made a decision until almost the beginning of the
term. As a result, when you decided to enroll in college, you found that you had talked about the decision rather than made the decision and therefore had a more difficult time registering for the classes you wanted because they were already full. In this case, less talk and more action would have helped. Therefore, more communication does not always equal better communication.

Misconception #3: Communication Solves All Conflicts Communication does not solve all conflicts. Often people speak of communication as a cure for all ills. You have likely heard the following assertions. People would have better health if they just communicated their feelings more. Relationships would be stronger and more satisfying if parents, partners, and friends opened up to one another. International tensions would be reduced if representatives from the affected nations engaged in peaceful negotiation. Even though all of these assertions have some degree of validity, they are not absolutely true. Communication does not necessarily cure health or relational and national conflicts. Communication may help people and nations to identify difficulties and discover ways to address conflicts, but it is not a magic elixir that will cure all problems. To believe otherwise is to misunderstand communication.

COMMUNICATING IN COLLEGE AND LIFE

As we noted at the beginning of this chapter, developing effective communication skills is vital to your college experience and to your future after you complete your education. Consider the story of Mike, an engineer who designs computer chips used in wildlife tracking equipment. Mike spends much of his day sitting at a computer and manipulating technical programs. It may seem as if he does not need to rely on communication with others; however, he also interacts with customers and makes presentations at scientific conferences and trade shows. He also regularly teaches classes at his church and voices his opinions about political issues that concern him. At one point, Mike observed, “I would never have developed the confidence and ability to organize and express my thoughts if I had not taken a basic speech course in college. What I learned there has helped me think, write, and speak as nothing else ever has. I used these skills while I was in college, and I continue to use them in my life and work every day.” While you may not share his exact experience and while the course you are enrolled in is but one introductory course to human communication, remember that this course and future courses in communication can help you navigate college with greater ease and assist you in developing skills that will aid you for a lifetime, especially if you begin applying them now. We encourage you, then, to begin working on your communication skills today to enhance your success in college and later.

SUMMARY

In this chapter we introduced the important role communication plays in our college environment and in our personal, professional, and public lives. Rather than define human communication, we have offered various ways to describe it. As a result, we have established that human communication is a creative negotiated process. The following list highlights the major ideas in this chapter:

- Human communication includes senders, receivers, messages, channels, contexts, feedback, noise, and motivation.
- There are four models of communication: transmission, interactive, transactional, and creative.
- Communication is a complex, intentional, ethical process that includes both relational and content messages.
- There are numerous misconceptions about communication.
Questions for Discussion
1. In what ways have you used oral communication to enhance your learning as a college student?
2. Provide personal examples that illustrate this phrase: “When we communicate with one another, we are negotiating meaning.”
3. How might a different channel influence how a message is understood? Give examples of messages that might have different interpretations depending on the channel used to send and receive the message.

EXERCISES
1. Think of a time when you have been misunderstood. Using at least two of the concepts from this chapter, write a brief paragraph that explains why this misunderstanding took place.
2. You have had considerable experience with a variety of teachers during your twelve-plus years of education. Without naming any teacher, identify one of your teachers who you believe was an effective communicator and one who was not as effective. Using the communication models provided in this chapter, analyze these two teachers. To which model of communication do you believe the effective and the less effective teacher subscribed? Why? Write a one-page essay explaining your analysis.
3. Assume that you want to break up with a romantic partner whom you have been dating for several months. Analyze this communication situation drawing on the information you have read in this chapter. How will you do this? What kinds of messages will you develop? What channels will you use? Where will you explain your decision? What ethical issues will you need to consider?

KEY TERMS
- Human Communication
- Symbolic
- Paralanguage or vocalics
- Fidelity
- Sender
- Receiver
- Encoder
- Decoder
- Message
- Feedback
- Channel
- Context
- Noise
- Motivation
- Instrumental/functional communication
- Relational communication
- Transmission/linear model
- Interactive model
- Transactional model
- Culture shock
- Creative communication model
- Process
- Complex
- Intentionality
- Content/relational dimensions
- Ethical dimension

REFERENCES


