|  |
| --- |
| *Indicate the answer choice that best completes the statement or answers the question.* |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. In the linear and interactive models, the individual who generates information to be communicated is the   |  |  |  | | --- | --- | --- | |  | a. | writer. | |  | b. | speaker. | |  | c. | sender. | |  | d. | presenter. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. What type of communication goals are designed to make a communicator be perceived in a particular way?   |  |  |  | | --- | --- | --- | |  | a. | Self-presentation | |  | b. | Instrumental | |  | c. | Relationship | |  | d. | Transactional | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Factors such as distracting thoughts or slow internet speed that impact how a message is received are   |  |  |  | | --- | --- | --- | |  | a. | noise. | |  | b. | feedback. | |  | c. | rhetoric. | |  | d. | channels. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. If you and your roommate are discussing who will get the master bedroom in your new apartment, what type of communication are you most likely using?   |  |  |  | | --- | --- | --- | |  | a. | Mediated communication | |  | b. | Public communication | |  | c. | Small group communication | |  | d. | Interpersonal communication | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. Practical goals you want to achieve through communication are known as   |  |  |  | | --- | --- | --- | |  | a. | relationship goals. | |  | b. | self-presentation goals. | |  | c. | instrumental goals. | |  | d. | transactional goals. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. Situations such as a college class, a party, or a workplace are   |  |  |  | | --- | --- | --- | |  | a. | modalities. | |  | b. | contexts. | |  | c. | channels. | |  | d. | fields of experience. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. Which of the following is NOT one of Cicero's three goals of public speaking?   |  |  |  | | --- | --- | --- | |  | a. | To instruct | |  | b. | To persuade | |  | c. | To honor | |  | d. | To make peace | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. In the linear and interactive models, people for whom a message is intended are   |  |  |  | | --- | --- | --- | |  | a. | listeners. | |  | b. | channels. | |  | c. | contexts. | |  | d. | receivers. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. The components of the linear model of communication are   |  |  |  | | --- | --- | --- | |  | a. | sender, receiver, noise, feedback, and fields of experience | |  | b. | sender, receiver, and fields of experience | |  | c. | sender, receiver, and noise | |  | d. | source, destination, interaction, and competence. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 10. Noise is present in all three communication models.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. Which of these communication skills transcends communication type and context?   |  |  |  | | --- | --- | --- | |  | a. | Negotiation | |  | b. | Research | |  | c. | Listening | |  | d. | Leadership | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. Which communication model is illustrated by text messaging and email?   |  |  |  | | --- | --- | --- | |  | a. | Transactional | |  | b. | Interactive | |  | c. | Multidimensional | |  | d. | Linear | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 13. Rhetoric involves the theory and practice of persuasion.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. "Communication is irreversible" means   |  |  |  | | --- | --- | --- | |  | a. | communication can be unintentional. | |  | b. | people can read into or give meaning to anything you say. | |  | c. | people can attach meaning to anything you do or don't do. | |  | d. | once you have communicated something, you can't take it back. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. What type of communication goals are used to build, maintain, or terminate bonds with others?   |  |  |  | | --- | --- | --- | |  | a. | Relationship | |  | b. | Transactional | |  | c. | Instrumental | |  | d. | Self-presentation | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 16. High self-monitors prefer situations in which clear expectations exist regarding how they're supposed to communicate.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 17. Competent communication suggests that one is able to apply his or her knowledge to repeatable goal-directed behaviors.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 18. If you are chairing a meeting and remind members to stay focused on finishing your agenda, you are meeting relationship goals.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. Which is a characteristic of interpersonal communication?   |  |  |  | | --- | --- | --- | |  | a. | It is static. | |  | b. | It is passive. | |  | c. | It involves three or more people. | |  | d. | It impacts participants' relationships. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. What is the term for an exchange or series of messages?   |  |  |  | | --- | --- | --- | |  | a. | Context | |  | b. | Communication | |  | c. | Channel | |  | d. | Interaction | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. Which type of communication involves preparing and delivering a message to an audience to achieve a specific purpose?   |  |  |  | | --- | --- | --- | |  | a. | Mediated communication | |  | b. | Public communication | |  | c. | Interpersonal communication | |  | d. | Small group communication | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. The verbal and nonverbal messages used by receivers to indicate reactions to communication are called   |  |  |  | | --- | --- | --- | |  | a. | interactions. | |  | b. | modalities. | |  | c. | noise. | |  | d. | feedback. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. In which type of communication do messages significantly influence the relationship between two people?   |  |  |  | | --- | --- | --- | |  | a. | Mediated communication | |  | b. | Impersonal communication | |  | c. | Interpersonal communication | |  | d. | Public communication | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. The principles and practice of communication were first studied by   |  |  |  | | --- | --- | --- | |  | a. | social scientists after the conclusion of World War II. | |  | b. | the rhetoricians of ancient Greece and Rome. | |  | c. | media theorists after the advent of mediated communication. | |  | d. | members of the National Communication Association. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. What type of communication involves three or more interdependent persons who share a common identity?   |  |  |  | | --- | --- | --- | |  | a. | Small group communication | |  | b. | Interpersonal communication | |  | c. | Mediated communication | |  | d. | Public communication | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. Small group communication involves all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | communicating to achieve common goals. | |  | b. | communication between two people. | |  | c. | sharing a common identity. | |  | d. | building group unity. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. Which component of competent communication pertains to achieving your goals?   |  |  |  | | --- | --- | --- | |  | a. | Appropriateness | |  | b. | Ethics | |  | c. | Effectiveness | |  | d. | Feedback | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. A communication major can pursue careers in   |  |  |  | | --- | --- | --- | |  | a. | marketing. | |  | b. | sales. | |  | c. | public relations. | |  | d. | All options are correct. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. Which of these is a "package" of information?   |  |  |  | | --- | --- | --- | |  | a. | Message | |  | b. | Channel | |  | c. | Context | |  | d. | Model | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. You are trying to persuade your communication professor to let you take a makeup exam. What type of communication goal are you trying to achieve?   |  |  |  | | --- | --- | --- | |  | a. | Self-presentation | |  | b. | Relationship | |  | c. | Instrumental | |  | d. | Personal | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. Competent communication is composed of all of these EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ethics. | |  | b. | effectiveness. | |  | c. | appropriateness | |  | d. | contexts. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. Which statement is true regarding communication competence?   |  |  |  | | --- | --- | --- | |  | a. | It is most important to be appropriate. | |  | b. | It is most important to be effective. | |  | c. | It is most important to be ethical. | |  | d. | The three components should be balanced. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 33. A ballgame, work, or a classroom are all examples of communication contexts.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. Communication using email, text messaging, Skype, or Twitter is referred to as   |  |  |  | | --- | --- | --- | |  | a. | rhetoric. | |  | b. | mediated communication. | |  | c. | public communication. | |  | d. | interpersonal communication. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 35. Interpersonal communication can help you meet self-presentation, instrumental, and relationship goals.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 36. Auditory, visual, and tactile are all examples of noise.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. Auditory, visual, and tactile are all examples of   |  |  |  | | --- | --- | --- | |  | a. | media. | |  | b. | communication. | |  | c. | channels. | |  | d. | noise. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. Chris is trying to arrange a meeting with his partner of five years to discuss how he can terminate their relationship. What communication goal is he seeking?   |  |  |  | | --- | --- | --- | |  | a. | Self-presentation | |  | b. | Relationship | |  | c. | Instrumental | |  | d. | Personal | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. Face-to-face interaction, photos, social media posts, and texting are examples of   |  |  |  | | --- | --- | --- | |  | a. | channels. | |  | b. | networks. | |  | c. | modalities. | |  | d. | contexts. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. Which was the first communication model to incorporate feedback and fields of experience?   |  |  |  | | --- | --- | --- | |  | a. | Linear | |  | b. | Interactive | |  | c. | Fields of experience | |  | d. | Transactional | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 41. The ethical component of communication competence involves consideration of expectations about how you "should" say something.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. Who was the first to teach about the value of a speaker's credibility?   |  |  |  | | --- | --- | --- | |  | a. | Caesar | |  | b. | Aristotle | |  | c. | Socrates | |  | d. | Plato | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. Which is a type of communication?   |  |  |  | | --- | --- | --- | |  | a. | Interpersonal | |  | b. | Small group | |  | c. | Public | |  | d. | All options are correct | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. Brian prefers encounters in which he can act like himself by expressing his values and beliefs. Brian is a(n)   |  |  |  | | --- | --- | --- | |  | a. | high self-monitor. | |  | b. | low self-monitor. | |  | c. | competent communicator. | |  | d. | incompetent communicator. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 45. Most communication is reversible.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. Which model of human communication is the oldest and most simplistic?   |  |  |  | | --- | --- | --- | |  | a. | Interactive | |  | b. | Transactional | |  | c. | Field of experience | |  | d. | Linear | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. The theory and practice of persuading others through speech is called   |  |  |  | | --- | --- | --- | |  | a. | communication. | |  | b. | interaction. | |  | c. | rhetoric. | |  | d. | self-presentation. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. Interpersonal communication involves   |  |  |  | | --- | --- | --- | |  | a. | one person. | |  | b. | two people. | |  | c. | three people. | |  | d. | a large group. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. If your group leader focuses on accomplishing the task while simultaneously disregarding how and where information is obtained, she is ignoring what component of competent communication?   |  |  |  | | --- | --- | --- | |  | a. | Ethics | |  | b. | Effectiveness | |  | c. | Appropriateness | |  | d. | Skills | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. Competent communicators report all of these EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | higher divorce rates. | |  | b. | more satisfying relationships. | |  | c. | better psychological health. | |  | d. | better physical health. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. Lena wants to be perceived as trustworthy, caring, and credible by her girlfriend's parents. Which type of interpersonal goal is she trying to achieve?   |  |  |  | | --- | --- | --- | |  | a. | Self-presentation | |  | b. | Relationship | |  | c. | Instrumental | |  | d. | Achievement | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. The set of moral principles that guide your behavior is called   |  |  |  | | --- | --- | --- | |  | a. | rhetoric. | |  | b. | ethics. | |  | c. | competence. | |  | d. | feedback. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 53. A transactional communication model views communication as a one-way form of communication.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. Which of the following is NOT an element found in the linear communication model?   |  |  |  | | --- | --- | --- | |  | a. | Sender | |  | b. | Noise | |  | c. | Feedback | |  | d. | Receiver | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. What variables does the interactive communication model add to the linear communication model?   |  |  |  | | --- | --- | --- | |  | a. | feedback and noise | |  | b. | fields of experience and channel | |  | c. | noise and sender | |  | d. | feedback and fields of experience | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. Cicero defined five requirements of speech crafting. Which of these was NOT one of his requirements?   |  |  |  | | --- | --- | --- | |  | a. | Invention | |  | b. | Competency | |  | c. | Memory | |  | d. | Arrangement | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. When communication matches expectations of how people should communicate, it is considered   |  |  |  | | --- | --- | --- | |  | a. | effective. | |  | b. | appropriate. | |  | c. | linear. | |  | d. | noise. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 58. Texting, Skyping, and tweeting are all examples of mediated communication.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 59. The effectiveness component focuses on achieving self-presentation, instrumental, and relationship goals.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. The process of observing our own communication and the norms of the situation in order to make appropriate communication choices is called   |  |  |  | | --- | --- | --- | |  | a. | noise. | |  | b. | self-monitoring. | |  | c. | feedback. | |  | d. | interaction. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 61. The transactional model of communication is the most sophisticated of the three models.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 62. Communication competence consists of appropriateness, effectiveness, and ethics.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. According to the National Communication Association, all of the following behaviors are considered to be examples of ethical behavior EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | withholding feelings and information in a significant interpersonal relationship. | |  | b. | communicating in an honest, accurate, and thoughtful way. | |  | c. | trying to both understand and respect others before evaluating or responding to their messages. | |  | d. | condemning communication that degrades people through intolerance, distortion, or intimidation. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. While lecturing to your class, Professor Smith inquires of his students, "Are you all understanding me?" What component of communication is your professor seeking?   |  |  |  | | --- | --- | --- | |  | a. | Sender | |  | b. | Noise | |  | c. | Feedback | |  | d. | Receiver | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 65. Communication scholars have only recently begun to explore the challenges and promise of human communication.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66. What type of communication is transmitted using a technological device?   |  |  |  | | --- | --- | --- | |  | a. | Mediated communication | |  | b. | Small group communication | |  | c. | Interpersonal communication | |  | d. | Public communication | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 67. Brendan is hunting around in the kitchen and asks his wife, "Have you seen my . . ." and she says, "Keys?" What characteristic of the transactional model of communication does this illustrate?   |  |  |  | | --- | --- | --- | |  | a. | Fields of experience | |  | b. | Noise | |  | c. | Collaboration | |  | d. | Relationship goals | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68. What is important to remember when trying to achieve communication competence?   |  |  |  | | --- | --- | --- | |  | a. | Appropriateness is the most important aspect of competence. | |  | b. | Effectiveness is the most important aspect of competence. | |  | c. | Knowledge must be translated into communication skills. | |  | d. | Ethical communication is the most important element of competence. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 69. The communication discipline can be an appropriate major for those pursuing careers in public relations, sales, or political consulting.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70. Communication is your primary vehicle for all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | exchanging meaning. | |  | b. | achieving goals. | |  | c. | connecting with others emotionally. | |  | d. | choosing a major. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 71. Which type of communication has the FEWEST participants?   |  |  |  | | --- | --- | --- | |  | a. | Public | |  | b. | Small group | |  | c. | Mediated | |  | d. | Interpersonal | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72. Both the linear and interactive communication models   |  |  |  | | --- | --- | --- | |  | a. | conceptualize communication as multidirectional. | |  | b. | show that both senders and receivers influence communication equally. | |  | c. | suggest that all parties communicate collaboratively. | |  | d. | describe senders as active and receivers as passive. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 73. The attitudes, values, beliefs, and experiences a participant brings to a communication event are called   |  |  |  | | --- | --- | --- | |  | a. | contexts. | |  | b. | modalities. | |  | c. | fields of experience. | |  | d. | channels. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 74. Which communication model introduces the concept of communication as collaboration?   |  |  |  | | --- | --- | --- | |  | a. | Linear | |  | b. | Transactional | |  | c. | Interactive | |  | d. | Instrumental | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 75. While the four types of communication differ in their purpose and nature, they are all connected to one another in history and practice.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 76. Kat had a disagreement with Paul and told him that he was an idiot. Later, while apologizing, Kat asked Paul to "forget my comment." Kat is not aware that   |  |  |  | | --- | --- | --- | |  | a. | communication is irreversible. | |  | b. | communication is a process. | |  | c. | ethical communication is imperative. | |  | d. | choices have consequences. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 77. Mediated communication includes all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | Tweeting | |  | b. | Skyping. | |  | c. | instant messaging. | |  | d. | face-to-face meetings. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 78. The translation of communication knowledge into repeatable behaviors produces   |  |  |  | | --- | --- | --- | |  | a. | communication skills. | |  | b. | interaction. | |  | c. | fields of experience. | |  | d. | communication competence. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79. Communication that is appropriate, effective, and ethical is considered   |  |  |  | | --- | --- | --- | |  | a. | competent. | |  | b. | interactive. | |  | c. | mediated. | |  | d. | public. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 80. One guideline to remember when considering the ethics element of communication competence is to avoid intentionally hurting others with your communication.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 81. Which model of communication recognizes the multidirectional, complex nature of communication?   |  |  |  | | --- | --- | --- | |  | a. | Transactional | |  | b. | Action | |  | c. | Linear | |  | d. | Interactive | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82. Which communication model demonstrates communication as a one-way process from start to finish?   |  |  |  | | --- | --- | --- | |  | a. | Transactional | |  | b. | Interactive | |  | c. | Instrumental | |  | d. | Linear | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 83. The process through which people use messages to generate meanings within and across contexts, cultures, channels, and media is   |  |  |  | | --- | --- | --- | |  | a. | fields of experience. | |  | b. | communication. | |  | c. | interaction. | |  | d. | feedback. | |

|  |
| --- |
|  |

|  |
| --- |
| 84. What are the three components of communication competence? |

|  |
| --- |
| 85. What is the relationship between choices, outcomes, and connections? |

|  |
| --- |
| 86. How do ethics impact communication competence? |

|  |
| --- |
| 87. Identify the four types of communication. |

|  |
| --- |
| 88. Define interpersonal communication. |

|  |
| --- |
| 89. What are the three primary objectives of public speaking, according to Cicero? |

|  |
| --- |
| 90. How does the interactive communication model build upon the linear communication model? |

|  |
| --- |
| 91. Identify and explain the four types of communication. |

|  |
| --- |
| 92. What are three examples of media? |

|  |
| --- |
| 93. List three examples of communication modalities. |

|  |
| --- |
| 94. Define *communication*. |

|  |
| --- |
| 95. Identify and describe the five components of the definition of communication. |

|  |
| --- |
| 96. Identify three types of goals that communication can meet. |

|  |
| --- |
| 97. Define rhetoric. |

|  |
| --- |
| 98. How do communication skills relate to communication competence? |

|  |
| --- |
| 99. Explain three goals that can be met through communication. |

|  |
| --- |
| 100. What does it mean when we say "communication is irreversible"? |

|  |
| --- |
| 101. Why do high self-monitors closely monitor their own communication? |

|  |
| --- |
| 102. What is communication competence? |

**Answer Key**

|  |
| --- |
| 1. c |

|  |
| --- |
| 2. a |

|  |
| --- |
| 3. a |

|  |
| --- |
| 4. d |

|  |
| --- |
| 5. c |

|  |
| --- |
| 6. b |

|  |
| --- |
| 7. d |

|  |
| --- |
| 8. d |

|  |
| --- |
| 9. c |

|  |
| --- |
| 10. a |

|  |
| --- |
| 11. c |

|  |
| --- |
| 12. d |

|  |
| --- |
| 13. a |

|  |
| --- |
| 14. d |

|  |
| --- |
| 15. a |

|  |
| --- |
| 16. a |

|  |
| --- |
| 17. a |

|  |
| --- |
| 18. b |

|  |
| --- |
| 19. d |

|  |
| --- |
| 20. d |

|  |
| --- |
| 21. b |

|  |
| --- |
| 22. d |

|  |
| --- |
| 23. c |

|  |
| --- |
| 24. b |

|  |
| --- |
| 25. a |

|  |
| --- |
| 26. b |

|  |
| --- |
| 27. c |

|  |
| --- |
| 28. d |

|  |
| --- |
| 29. a |

|  |
| --- |
| 30. c |

|  |
| --- |
| 31. d |

|  |
| --- |
| 32. d |

|  |
| --- |
| 33. a |

|  |
| --- |
| 34. b |

|  |
| --- |
| 35. a |

|  |
| --- |
| 36. b |

|  |
| --- |
| 37. c |

|  |
| --- |
| 38. b |

|  |
| --- |
| 39. c |

|  |
| --- |
| 40. b |

|  |
| --- |
| 41. b |

|  |
| --- |
| 42. b |

|  |
| --- |
| 43. d |

|  |
| --- |
| 44. b |

|  |
| --- |
| 45. b |

|  |
| --- |
| 46. d |

|  |
| --- |
| 47. c |

|  |
| --- |
| 48. b |

|  |
| --- |
| 49. a |

|  |
| --- |
| 50. a |

|  |
| --- |
| 51. a |

|  |
| --- |
| 52. b |

|  |
| --- |
| 53. b |

|  |
| --- |
| 54. c |

|  |
| --- |
| 55. d |

|  |
| --- |
| 56. b |

|  |
| --- |
| 57. b |

|  |
| --- |
| 58. a |

|  |
| --- |
| 59. a |

|  |
| --- |
| 60. b |

|  |
| --- |
| 61. a |

|  |
| --- |
| 62. a |

|  |
| --- |
| 63. a |

|  |
| --- |
| 64. c |

|  |
| --- |
| 65. b |

|  |
| --- |
| 66. a |

|  |
| --- |
| 67. c |

|  |
| --- |
| 68. c |

|  |
| --- |
| 69. a |

|  |
| --- |
| 70. d |

|  |
| --- |
| 71. d |

|  |
| --- |
| 72. d |

|  |
| --- |
| 73. c |

|  |
| --- |
| 74. b |

|  |
| --- |
| 75. a |

|  |
| --- |
| 76. a |

|  |
| --- |
| 77. d |

|  |
| --- |
| 78. a |

|  |
| --- |
| 79. a |

|  |
| --- |
| 80. a |

|  |
| --- |
| 81. a |

|  |
| --- |
| 82. d |

|  |
| --- |
| 83. b |

|  |
| --- |
| 84. Appropriateness, effectiveness, and ethics. |

|  |
| --- |
| 85. Your communication *choices* influence your *outcomes*; by making choices informed by strong communication skills, you increase the chance of better outcomes; *connections* exist between different forms or types of communication, and knowing which one to use will also increase the likelihood of positive outcomes. |

|  |
| --- |
| 86. Ethical communication is communication that does not intentionally hurt others; it is respectful, honest, and positive. |

|  |
| --- |
| 87. Interpersonal communication, small group communication, public communication, and mediated communication. |

|  |
| --- |
| 88. Communication between two people in which the messages exchanged significantly impact their thoughts, emotions, behaviors, and relationships. |

|  |
| --- |
| 89. To instruct, to persuade, and to honor. |

|  |
| --- |
| 90. By adding two additional components: feedback and field of experience. |

|  |
| --- |
| 91. *Interpersonal communication*, or communication between two people that significantly impacts thoughts, behaviors, and relationships; *small group communication*, or communication between three or more people sharing a common identity; *public communication*, or public speaking; and *mediated communication*, or communication using a technological device. |

|  |
| --- |
| 92. Texting, tweeting, and e-mailing. |

|  |
| --- |
| 93. Face-to-face interaction, social media posts, and texting. |

|  |
| --- |
| 94. A process through which people use messages to generate meanings within and across contexts, cultures, channels, and media. |

|  |
| --- |
| 95. Communication is a *process* (it unfolds over time through a series of interconnected actions) through which people create *messages* ("packages" of information transported during communication) using a variety of *modalities* (or forms) and sensory *channels* (the sensory dimensions along with communicators transmit information) to convey meaning within and across *contexts* (or situations). |

|  |
| --- |
| 96. Self-presentation goals, instrumental goals, and relationship goals. |

|  |
| --- |
| 97. The theory and practice of persuading others through speech. |

|  |
| --- |
| 98. Communication competence includes the ability to translate knowledge into effective, appropriate, ethical behavior. |

|  |
| --- |
| 99. The three goals that can be met through communication are *self-presentation goals*, *instrumental goals*, and *relationship goals*. Self-presentation goals involve presenting yourself in ways so that others view you as you want them to. Instrumental goals relate to achieving tasks. Relationship goals are a means of communication that initiate and maintain relationships with others. |

|  |
| --- |
| 100. Communication cannot be taken back; think carefully of outcomes before communicating. |

|  |
| --- |
| 101. These individuals monitor their own communication to ensure they are acting in accordance with situational expectations. |

|  |
| --- |
| 102. Communication competence is communication that is *appropriate* or follows accepted norms; communication that is *effective* or helps achieve one's goals; and communication that is *ethical* or treats people fairly without intentionally causing harm. |