

Fundamentals of Communication
Chapter 1-Introduction to Human Communication

Important Class Resources

[CATA 101 Resource web page](#)

<http://department.monm.edu/cata/Goble/Comm101.htm>

www.natcom.org

Communication

- Process of Using Messages to Exchange Meaning.

- So, why do we study communication?

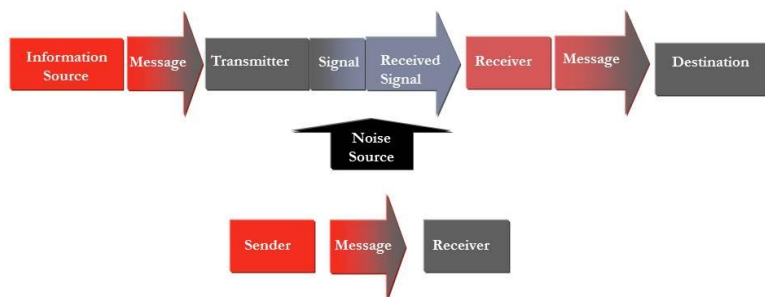
Why Study Communication?

- Self Image
- Relationships
- Life Skills
- Civil Obligation
- Professional Success

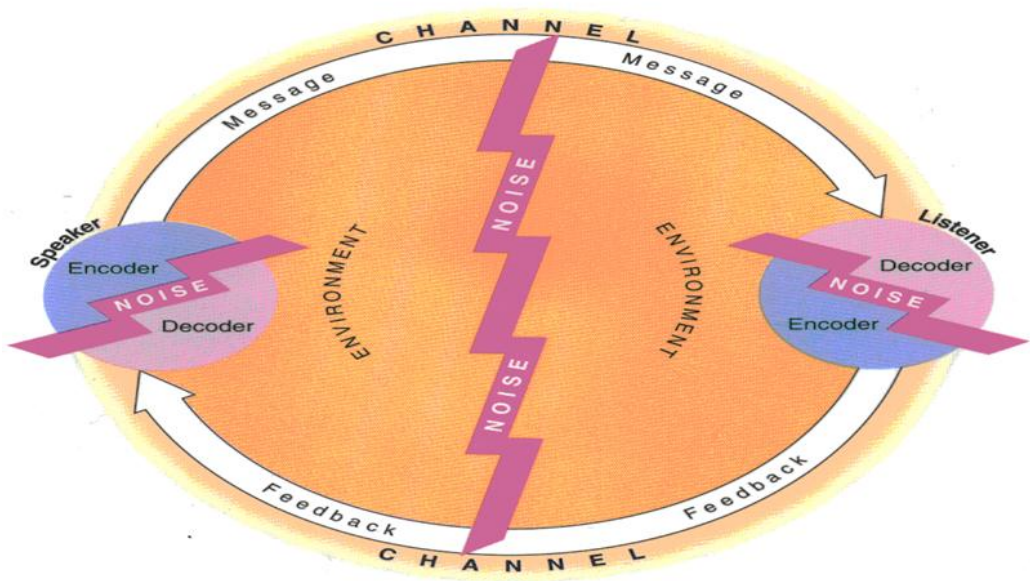
Communication

- Intrapersonal
- Interpersonal
- Public
- Mass
- Computer Mediated

Linear Model of Communication



Interactive Communication Model



Fundamentals of Communication
Chapter 10- Topic Selection and Audience Analysis

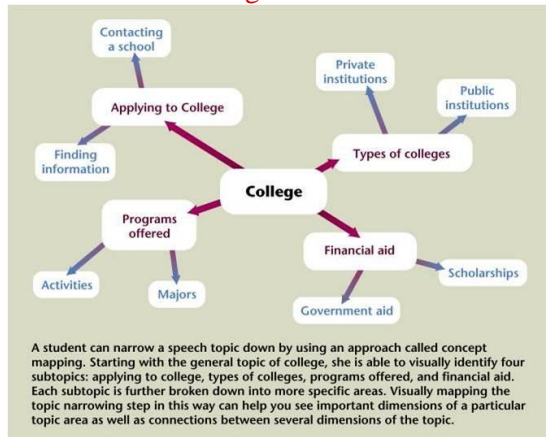
Choosing a Topic

- Personal Inventory
- Brainstorming

Narrowing a topic

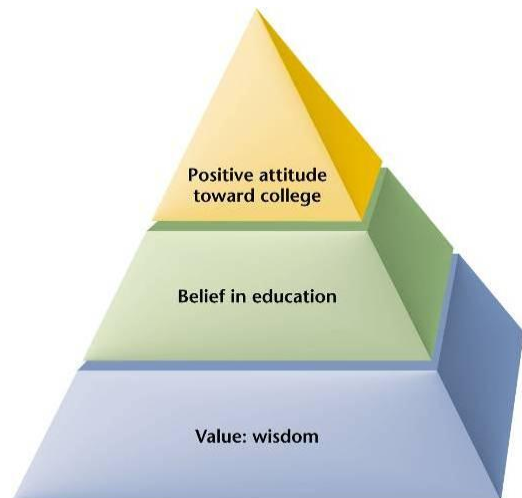
- What topics interests you & audience?
- What topics do you know about & your audience want to know?
- What topics are you committed to (passion and conviction)?
- What topics can you find research on?

Visual Brainstorming



Audience Analysis

- Voluntary vs. Captive
- Demographics
- Interest and Knowledge
- Attitudes, Values, and Beliefs



Methods of Aud. Analysis

- Observation
- Inferences
- Questionnaires

- Micro targeting

Adapting to an Audience

- Behavior
- Verbal/Nonverbal
- Topic
- Purpose

Fundamentals of Communication
Chapter 11- Being Credible and Using Evidence

Why are you telling us about this topic in this manner?

- Why = Goal
- You = Speaker and Knowledge
- Us = Reason to Listen
- Topic = Appropriate
- Manner = Organization & Strategy

Credibility

- Competence
- Trustworthiness
- Dynamism
- Common Ground

- How do you establish credibility?

Research

- Where would you go if you wanted to find information on a topic that interests you?

- 4 basic places
 - Yourself
 - Library
 - Internet
 - Interview and Authority

Yourself as Research Source

- Own experience and knowledge
- Can enhance credibility

Libraries provide rich information on speech topics.

- Reference Desk.
- Indexes
- Databases

Internet as Research Source

- Who's the author?
- Reliable source?
- Is it biased?
- Complete and accurate info?
- Intended audience?
- Up to date info?
- Good grammar and appropriate language?
- Web-master identified?

Make Research Easier

- Have a clear purpose
- Start early
- Take notes and photo copy
- Record all possible citation information

Evidence

- Evidence is material used to support claims a speaker makes.
 - Makes ideas more clear, compelling, and dramatic
 - Strengthens a speaker's opinions
 - Demonstrates ideas
 - Allows speaker's to achieve derived credibility

Evaluating Sources

- Clear
- Verifiable
- Competent
- Objective
- Relevant

Seven Types of Supporting Materials

- Examples
- Surveys
- Testimonials
- Statistics
- Analogies
- Explanations
- Definitions

Examples

- Instances used to make a point, dramatize an idea, or personalize information
 - Undetailed- quick reference.
 - Detailed -in-depth descriptions of instances.
 - Hypothetical -identified clearly- What If
 - Stories are extended examples in which a great deal of information is woven into a coherent account.

Surveys

- Reliable source
- Broad sample
- Who was included?
- Representative sample
- Who performed the survey?
- Why?

Statistics

- Numbers that summarize or demonstrate relationships
 - Should be limited in a speech
 - Round off numbers so listeners can understand and retain them
- Select statistics that are not dated.
- Example:
 - “North Americans make up only 6% of the world’s population, yet they consume 40% to 60% of the planet’s resources.

Testimonials

- Expert with opinions/conclusions of worth
- Subject expertise
- Personal experience, Study/research, First hand proof
- More believable because of this source

Analogies

- Comparison of things
- Clarification

- Not proof, but useful as a way to clarify or illustrate.

Explanations and Definitions

- Explanations- Clarify an idea by using the audiences point of view.

- Definitions- meaning through description, simplification, examples, analysis, comparison, explanation, or illustration.

Ethics and Source Credibility

- True to yourself
- Ethical goals and purpose
- Employ ethical means and be honest
- Obligation to use accurate info
- Cite the sources
- Represent the source accurately and fairly.

Fundamentals of Communication
Chapter 4- Language and Meaning

Language

- A collection of symbols, letters or words with arbitrary meanings that are governed by rules and used to communicate.

Symbols

- *Arbitrary*—they are not intrinsically connected to what they represent
- *Ambiguous*—their meanings are not clear cut or fixed
- *Abstract*—they are not concrete or tangible

- Because symbols require interpretation, communication is an ongoing process of creating meanings.

Language Use is Rule-Guided

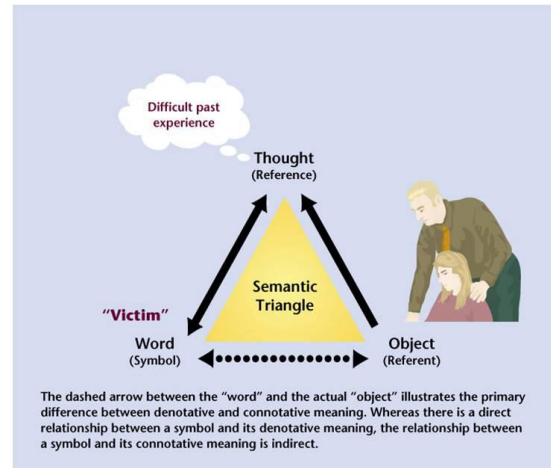
- Culturally Bound
- Organizes and Clarifies Reality
- Sapir-Whorf Hypothesis

Language is Arbitrary & Abstract

- Denotative Meaning
- Connotative Meaning

Language Use (Obstacle or Enhancement)

- Grammatical Errors
- Colloquialisms
- Cliches
- Euphemisms & Doublespeak
- Slang
- Profanity
- Jargon
- Regionalism
- Sexist, Racist, and Heterosexist Language



Improving Language Skills

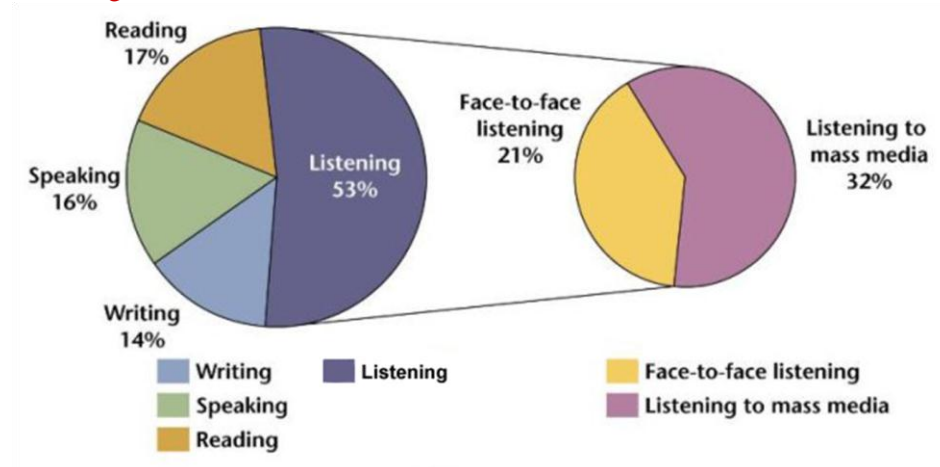
- Avoid Intentional Confusion (empty language)
- Use Descriptiveness
- Be Concrete
- Differentiate Observations/Inferences
- Cultural Competence
 - Each of us has an ethical responsibility to guard against engaging in uncivil speech as well as not tolerating it from others.

Fundamentals of Communication
Chapter 3 – Listening and Critical Thinking

Hearing

- A physiological activity that occurs when sound waves hit our eardrums

Listening

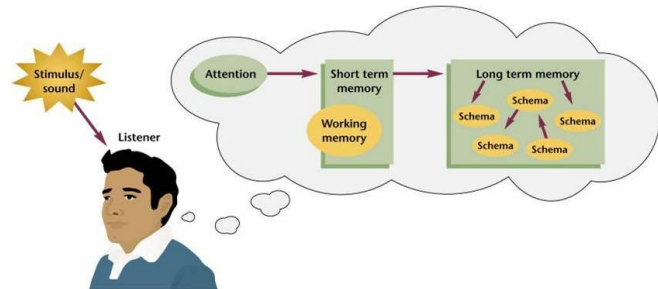


Listening

- Active process
- Receive and Constructing Meaning
- Responding to Messages
- Verbal and Nonverbal

4 types of Listening

- Active
- Empathetic
- Critical
- Enjoyment



Barriers to Listening

- Noise
 - Physical
 - Mental
 - Factual
 - Semantic
- Perception of Others
 - Status
 - Stereotypes
 - Sights and Sounds
- Yourself
 - Egocentrism
 - Defensiveness
 - Experiential superiority
 - Personal Bias
 - Pseudolistening

Becoming a Better Listener

- Listen and think critically
- Use verbal communication effectively
- Use nonverbal communication effectively

Listening in the Workplace

- Be self-aware
- Monitor your nonverbal behaviors
- Minimize interruptions
- Ask nonaggressive questions
- Summarize what the other says to assure you understand

Listening in the Classroom

- Use lecture listening
 - Find areas of interest
 - Remain open
 - Work at listening
 - Avoid distractions
 - Listen for and note main ideas
- Take effective notes
 - Listen for lecture cues

Listening to Media

- Become a critical consumer of media information
- Develop information literacy
 - Recognize when you need information
 - Know where to find the information you need
- Check your perceptions of electronic messages

Critical Thinking/Listening

- Analyze situation and message
 - Communication Context
 - Speaker's Argument and Support Material
 - Speaker's Observations or Inferences
 - Speakers Credibility

Be an Ethical Listener

- Recognize the sources of your own conversational style habits
- Monitor your communication
- Apply general ethical principles to your responses
- Adapt to others

Fundamentals of Communication
Chapter 12- Organizing Your Presentation

Overall Organization Strategy

- Tell us what you are going to tell us
- Tell us
- Tell us what you told us

- Big difference is that a reader can reread. Must make it easy for listener with clear organization.

Defining Your Purpose

- I want my speech to _____.
- At the end of my speech, I want listeners to _____.
- To achieve my goal I need to _____ (entertain, narrate, inform, persuade.)

Thesis Statement

- The main idea of the speech
 - Captures the key message in a short and precise sentence that listeners can remember easily
 - Is one listeners can grasp at the beginning of your talk and remember after you have finished
 - Refines what you've already done in limiting your topic and defining your purpose

The Body is the Substance

- Supports the central idea or thesis statement.
- 5-10 minute speeches should have no more than three main points.
- 11-20 minute speeches can have more points.
- Questions and answers need more time.
- Prepare the body of the speech prior to the introduction and conclusion.

Organization Strategy

- A-M-T-O-B-U-L

- Attention
- Motivation
- Thesis
- Overview
- Body
- Underview
- Last Thought

Organization Patterns

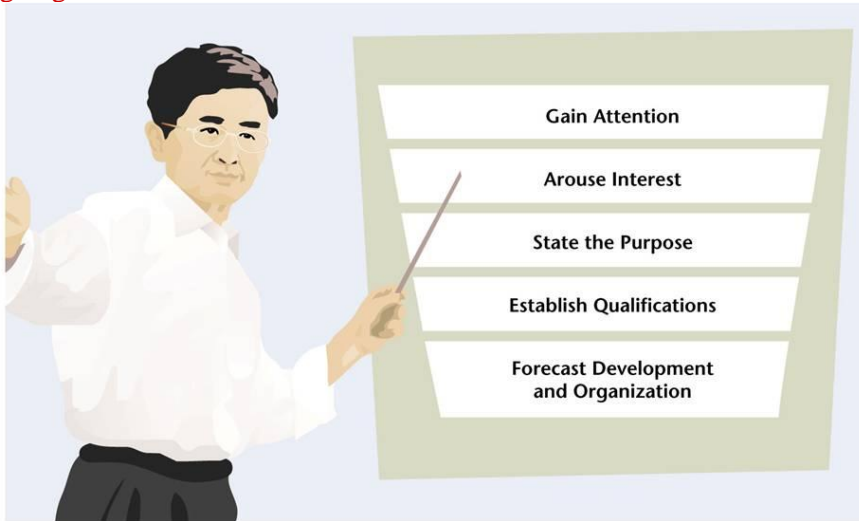
- Time Sequence
- Cause/Effect
- Problem/Solution
- Topical/Sequence

Organize the Body- Develop the Key Ideas

- Four S's

- Signpost
- State
- Support
- Summarize (Transition)

Designing the Introduction



Keys to a Good Conclusion

- Be Clear
- Be Memorable
- Be Brief

- Summarize the key points
- Provide closure

Summarize Key Points

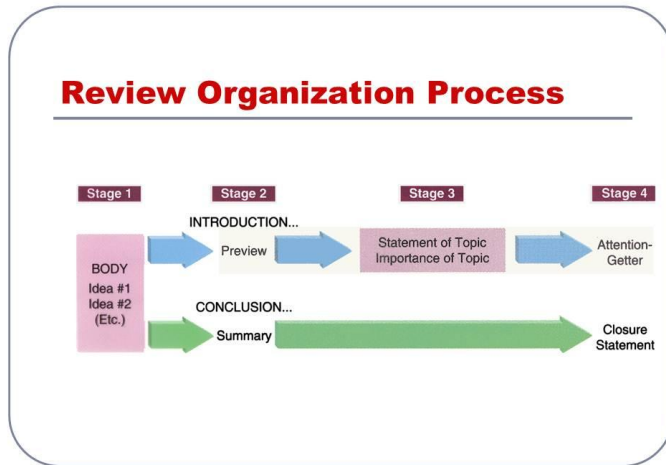
- Review the major ideas
- Listener's last chance to hear and remember the main points.
- Repetition reinforces the ideas
- Helps build to the logical conclusion

Provide Closure

- If summary is the logical end, then closure is the psychological end.
- DON'T RESORT TO "In conclusion,"
- Circular conclusion
- Satisfy questions
- Call to Action

Ways to End

- Summary
- Quote
- Story
- Personal Feelings
- Poetic
- Action
- Refer to the Beginning



Outlines Provide a Clear Concise Profile of the Speech

- A *rough outline* provides a basic map of the speech.
- A *formal sentence outline* includes all main points, supporting materials, transitions, and bibliographical sources.
- A *key word* (speaking) outline includes only key words and is used to trigger the speaker's memory.

Principles of Outlining

- Each number or letter should represent one idea
- Consistent numbering system (I.A.1.a.)
- Must have at least 2 sub-point
- Complete sentences for each point
- Parallel grammatical structure.
- [..\Informative Sample Speech.doc](#)

Preparing a Works Cited Section

- Book
 - Name of the author or authors
 - Title
 - Editor, translator, compiler, if any
 - Edition, if it is not the first
 - Place and date of the book's publication
 - Name of the book's publisher
 - For example:
Wood, Julia T. *Communication in Our Lives*. 4th ed. Belmont, CA: Thompson Wadsworth, 2006
- Magazine or Journal
 - Name of the author or authors
 - Title or the article
 - Title of the periodical
 - Date of the issue
 - Pages on which the article appear
 - For example:
Prin, Dinah, "Marriage in the 90's." *New York*. 2 June 1990: 40-45

Fundamentals of Communication
Chapter 14- Informative Presentations

Characteristics of Informative Speeches

- To impart knowledge
- To enhance understanding
- To facilitate the application of information

What do you need to know to inform others?

- Know your goal and intent
- Know the appropriateness of the topic
- Know your purpose
 - What your audience should know or do?
 - Describe, Distinguish, Compare, Define, State, Show
 - How will you gauge success?
 - How does a class do this?

Informative Speaking Strategies

- Create information hunger or a need
- Relate the information to the audience
- Use extrinsic motivation and use it early

Shaping Informative Content

- Limit main points
- Limit # of generalizations
- Select language aud. Understands
- Use specifics to illustrate abstract
- Include appropriate humor but caution
- Reveal how info meets aud. Needs
- Avoid info overload
- Organize for better understanding

Informative Presentation Skills

- Define meanings
- Describe using specific, concrete language
- Explain by clarifying and simplifying complex ideas
- Narrate by using stories to illustrate
- Demonstrate by showing process and procedure

Fundamentals of Communication
Chapter 2 – Perception, Self, and Communication

Perception

- Process of becoming aware from senses
- Active Perception
- Subjective Perception

Perception

- Physiological factors
- Past experiences
- Culture and co-culture
- Present feelings and circumstances

How do we perceive?

- Selection
- Organization
- Interpretation

Perception errors

- Attribution errors
 - Fundamental attribution error
 - Self-serving bias
- Perceptual errors
 - Stereotyping
 - First impressions

Guidelines for Improving Perception

- Recognize that all perceptions are partial and subjective.
- Avoid *mindreading*.
- Check perceptions with others.
- Distinguish between facts and inferences.
- Guard against the self-serving bias.
- Guard against the fundamental attribution error.
- Monitor labels.

Who Are You?

- What do you know about yourself?
 - Self-perception
 - Personal identity
- Who you are develops through
 - Intrapersonal communication
 - Symbolic interactionism
 - Self-fulfilling prophecy

Learning More About Yourself

- Understand your physical self
- Understand how others perceive you
- Understand your communication skills and behaviors

What's Your Future Potential?

- Self-actualization
 - The fulfillment of one's potential

How Do You Evaluate Yourself?

- Self-Appraisal/Self-Concept has two parts
 - Self-Image
 - Self-Esteem

Self-Image

- The picture you have of yourself
- Based on feedback from others
 - Confirmation
 - Rejection
 - Disconfirmation

Self-Esteem

- How you feel about yourself
- Based on your perceptions of your successes and failures
- Affects perception and communication

Improving Self-Concept

- Have a goal or objective
- Make your goal realistic
- Find information about how to achieve your goal
- Exercise control and restraint
- Gain support of friends and family
- Accept yourself

How Do We Present Ourselves?

- Self-presentation
 - The way we portray ourselves to others
- Identity Management
 - Control (or lack of control) of the communication of information through a performance
 - High and low self-monitors
 - Face, facework, politeness



Comparing Verbal and Nonverbal Communication

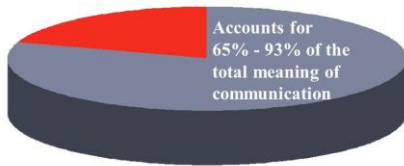
Similarities

Both are symbolic.
Both are rule guided.
Both can be intentional or unintentional.
Both are culture-bound.

Differences

Nonverbal communication is usually perceived as more believable.
Nonverbal can be multichanneled.
Nonverbal is continuous.

Nonverbal Behavior



Which do we believe?

When nonverbal and verbal messages are inconsistent, we tend to believe the nonverbal.

Non-verbal symbols or codes

- Bodily movement
- Facial expression
- Physical attraction
- Space
- Time
- Touching
- Vocal cues
- Clothing and other artifacts

Improving Non-verbal Communication

- Consider all variables
- Consider all cues
- Use descriptive feedback

Fundamentals of Communication

Chapter 13- Delivery and Visual Resources

Primary Qualities of Oral Communication

- It is more informal than written communication.
- Contractions and sentence fragments are used.
- Simple sentences are appropriate.
- Personal stories and pronouns are included.
- It is more immediate and active than written communication.
- Repetition is used for retention of ideas.

What is Delivery?

- The communication through voice qualities, bodily actions and language choices
- Not only shapes speaker image, but also changes, amplifies or undermines the message.

Methods of Delivery

- Impromptu speaking
- Speaking from memory
- Speaking from a manuscript
- Speaking extemporaneously
 - Practice with notes
 - Number and check notes order
 - Determine when look at notes
 - Slide notes to be less distracting
 - Devote more time to critical parts

Elements of Vocal Delivery

- Rate and Pause
- Volume
- Pitch and Inflection
- Voice Quality or Timbre
- Articulation and Pronunciation

Rate and Pause

- Rate
 - Communicates motive, disposition and involvement
 - Vary rate to reinforce
 - 125-190 words per minute average
- Pause
 - Reflect on idea
 - Heighten suspense
 - Transitions
 - Intentional (unintentional shows hesitant, unprepared and less credible)

Volume, Pitch, Inflection and Voice Quality (Timbre)

- Volume
 - 1st step to listening is hearing
 - Adapt to size of room
- Pitch
 - Natural and conversational tone
- Inflection
 - Watch monotone or flat tone

- Proper inflection gives meaning
- Timbre
 - Least flexible part of voice

Articulation

- Most errors are habit, people around you, or illness
- Four Principle Error Forms
 - Deletion
 - Addition
 - Substitution
 - Transposition

Pronunciation

- Two vocabularies (Reading and Speaking)
- Most problems when move from reading to speaking
- Consult the dictionary
- Or listen to how other pronounce words

Vocal delivery needs to be:

- Free from errors and mispronounced words
- Have a pleasant quality
- Well modulated pitch with energetic inflection
- Loud enough to hear
- A rate adapted to the content
- And pauses used to punctuate ideas and transitions.

Elements of Physical Delivery

- Appearance
- Posture
- Facial Expressions
- Eye Contact
- Movements
- Gestures

Appearance

- Don't underestimate the power of 1st impressions
- Dress for the Address
 - Consider occasion
 - Consider audience
 - Consider topic
 - Consider image

Posture

- Comfortable, Confident and Prepared
- Avoid rigid and sloppy
- Keep weight balanced
- Avoid annoying mannerisms

Facial Expressions

- Open mouth and move face for clear articulation
- Face should register Thoughts and Feelings and Motivate words

- Concentrate on ideas and how audience reacts to those ideas

Eye Contact

- Show Confidence, Concern, Sincerity, Interest, and Enthusiasm
- No eye contact shows deceit, disinterest, and insecurity
- Use to check for audience understanding, interest and involvement.
- Try to look at every audience member at random

Movement

- Helps relax, energize and loosen up
- Adds visual variety, helps arouse and retain audience interest
- Select movement that serves a purpose
- Lectern is just a barrier, so move out from behind it

Gestures

- Draw picture
- Indicate size and relations
- Recreate motion
- Emphasize key points
- Point out visuals
- Trace flow of ideas
- Coordinate with words
- Appear natural and spontaneous
- Large enough for the audience to see

Physical Delivery need to be:

- Free from distracting elements
- Conversational
- Forceful
- As formal and informal as the audience or subject requires

Guidelines for Effective Delivery

- Adapt your appearance to your listeners.
- Adapt your appearance to the speaking situation.
- Use gestures to enhance impact.
- Adopt a confident posture.
- Use confident, dynamic body movement.
- Maintain good eye contact with listeners.
- Use volume that is strong but not overpowering.
- Use inflection to enhance your message.
- Use pauses for effect.
- Do not let accent interfere with clarity.
- Articulate clearly.

Practice

- Begin practicing your speech several days prior to delivery.
- Use your key word (speaking) outline when rehearsing.
- Use all visual aids you plan to use.
- Practice in front of a mirror, videotape the speech, then when you are comfortable practice in front of friends and family.
- Practice until you can present your speech extemporaneously but do not memorize it.

Importance of Using Visual Resources

- Gain attention
- Clarify and reinforce
- Improve efficiency

Types of Visual Resources

- Objects
- Models
- Photographs
- Drawings
- Graphs
- Charts
- Video
- Transparencies
- Multimedia Presentations
- Speaker

Handouts

- Only use if you can not effectively deliver the information or project it.
- Distribute after the speech so that they can concentrate on you not the handout
- Best is used for further study or more information after the speech

Selecting the Media

- Easy to use
 - Audience expectations
 - Availability
 - Adaptability
-
- Match Media to the Message
 - Be seen as well as heard- Audience more involved and more responsive

Visual Design Principles

- Preview and highlight
- Exercise restraint
- Choose readable font and suitable colors
- Use appropriate graphics
- Build sequentially
- Create an overall look

Preparing Visual Resources

- Do it in advance
- Keep it simple
- Make sure its large enough
- Keep fonts big
- Limit number of fonts
- Use color effectively

Presenting the visual resources

- Avoid chalk/white board
- Display where it can be seen
- Avoid passing it around
- Display only when discussed
- Talk to audience not to visual aid
- Explain clearly and concisely
- Practice with them

Using PowerPoint

- Great tool, but misused and overused

- Only key words not whole speech
- Use to illustrate points thru visuals
- Don't flash it up
- Read-ability

Persuasion
Principles of Speech
Chapter 15

What is Persuasion?

- Used in all aspects of life
- Both verbal and non-verbal communication

Nine Principles of Persuasion

- Persuasion is more likely if goals are limited
- Adopt Action
- Discontinuance
- Deterrence
- Continuance

Nine Principles of Persuasion

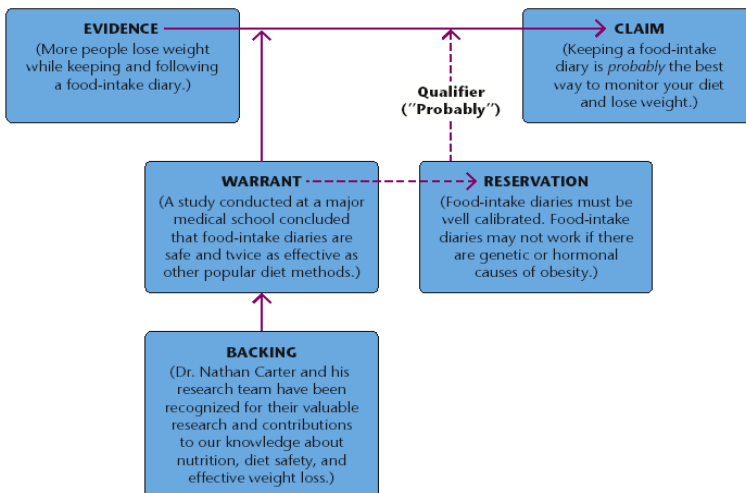
- Persuasion is more permanent if achieved incrementally
- We can change, but not overnight
- Small moves always better than asking for large changes

Nine Principles of Persuasion

- Persuasion is more likely if the audience lacks information on the topic
- Persuasion is related to how important the audience considers the topic
- Persuasion is more likely if the audience is self motivated in the direction of the message

Nine Principles of Persuasion

- Persuasion is more likely if the speaker's message is consistent with listeners' values, beliefs, attitudes, and behavior.
- Persuasion is more likely if the arguments are paced properly.
 - Review Toulmin's model



Nine Principles of Persuasion

- Persuasion is more likely if the source is credible
- Competence
 - Demo Involvement
 - Relate Experience
 - Cite Research
- Character
- Charisma

Nine Principles of Persuasion

- Persuasion is more likely if the speaker establishes common ground with the audience.

Basic Questions asked in Persuasive Speech

- Fact- only work is facts not completely verifiable
- Value- may be difficult to defend from different opinions
- Policy- show something should be done
 - Need
 - Plan
 - Solution

Prepare and Develop Persuasive Speeches

- **Research**
- Anticipate possible objections
- Must be able to defend the opposing arguments
- Provide Evidence that establishes Proof

Evidence Tests

- Consistent known facts
- Others same conclusions
- Unbiased sources
- Qualified source
- If personal experience how typical is it
- Stats- reliable, comparable, current, applicable, well interpreted
- Studies- authoritative, valid, reliable, objective, generalizable
- Inferences appropriate to data
- Counterevidence overlooked
- Presenter credibility

Prepare and Develop Persuasive Speeches

- **Organize**
- Should present one side or both?
- When present strongest argument?
- What best way to organize?
 - Monroe's Motivated Sequence

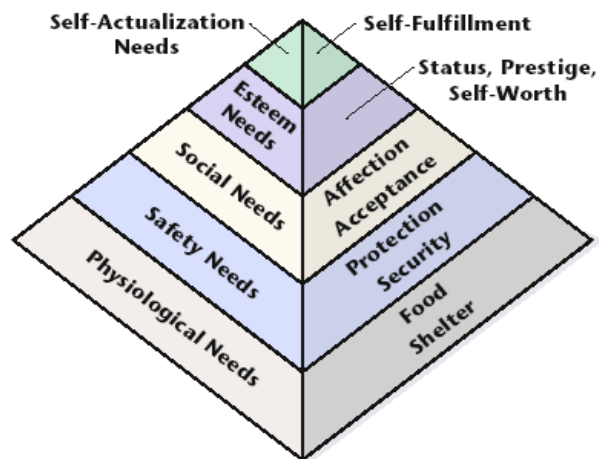
Monroe's Motivated Sequence

- Attention
- Need
- Satisfaction
- Visualization
- Action

Prepare and Develop Persuasive Speeches

- **Supporting Material**- Classical Appeals
- Pathos (Emotional)
- Logos (Logical)-
 - Reasoning- Deductive, Inductive, Causal, Analogy
- Ethos (Ethical)
- Mythos (Narrative)
- Needs (Maslow's Hierarchy)

Figure 18.3 Maslow's Hierarchy of Needs



Prepare and Develop Persuasive Speeches

- **Reasoning**
- Reasoning from Specific Instances (Moving from particular facts to a general conclusion)
 - Avoid hasty generalization
 - Wording- qualify your argument
 - Reinforce- stats and testimony
- Reasoning from Principle (Moving from general principle to a specific conclusion)
 - Will audience accept the principle without evidence?
 - Support general principle you can then support your minor premise and then conclusion.
- Causal Reasoning
 - Not always a clear link between cause and effect
 - Two common errors
 - False cause- “Post hoc, ergo propter hoc” next event caused by first
 - Assuming only one cause- oversimplify
- Analogical Reasoning
 - Are the two cases being compared essentially alike?
- Fallacies
 - Red Herring
 - Ad Hominem
 - Either-Or
 - Bandwagon
 - Slippery Slope

Prepare and Develop Persuasive Speeches

- **Ethics**
 - Accurately cite sources
 - Respect sources of info
 - Respect audience
 - Respect opponent

Fundamentals of Communication
Mediated Communication and Media Literacy

What is Mediated Communication?

- Mass Communication
 - Professional communicators use technology to share messages over great distances to influence large audiences
- Computer-Mediated Communication
 - CMC
 - Human-to-human interaction using networked computer environments

Why Should You Study Mediated Communication?

- To become a more critical consumer of the messages sent to you by the media
- To become a more thoughtful producer of mediated messages

Computer-Mediated Communication (CMC)

- Synchronous communication
 - Simultaneously sender and receiver
- Asynchronous communication
 - Take turns being sender and receiver

Types of CMC

- Electronic mail
- Bulletin board systems(BBS)
- Instant messaging (IM)
- Internet relay chat (IRC)
- Audio-video conferencing
- Blogs
- Virtual worlds

CMC and the Communication Process

- The nature of CMC interactions
 - Uncertainty reduction in CMC (face to face nervousness)
 - Impression formation strategies (watch your virtual identity) #1 #2
 - Netiquette as a tool for enhancing CMC interactions
- The role of CMC in community formation
 - Physical communities form out of geographic pragmatism
 - Virtual communities form out of psychological similarity

Becoming a Literate Consumer of Mediated Communication

- CMC literacy
 - Critically analyze and evaluate CMC
 - Consider the motives and the credentials of all Internet sources

What Are the Mass Media?

- Newspapers
- Television and radio
- News magazines
- The Internet
- Professional journals

What Are the Effects of the Mass Media?

- Influencing behavior
- Shaping culture
 - Gatekeeping
 - Agenda setting
 - Creating & perpetuating stereotypes
 - Cultivating perceptions

Becoming a Literate Consumer of Mediated Communication

- Media literacy
 - Understand how messages are created
 - Recognize the motives behind what the media do
 - Understand that images found in the media contain values and ideologies example