Fundamentals of Communication
Chapter 1 - Introduction to Human Communication

Important Class Resources

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
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
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 your 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.

Using Evidence
Speech Anxiety
• Jerry Seinfeld said that public speaking is the most people’s biggest fear, more than death. So most people would rather be in the casket than giving the eulogy.

• What happens to you when you get nervous?

Big Seven Sources of Speech Anxiety
• Fear of Failure
• Fear of Disapproval
• Fear of Unknown
• Fear of the Spotlight
• Fear of the Audience
• Fear of Breaking the Rules
• Fear of Fear
Controlling Speech Anxiety

- Goal is not to eliminate but to learn to CHANNEL that energy.
- Nervousness is NATURAL.
- Nervousness can benefit the speech by adding ENERGY and can ENLIVEN your delivery.

Some Coping Strategies

- Know how you react to stress.
- Know your strengths and weaknesses.
- Know speech principles.
- Know your audience.
- Know your speech.
- Believe in the topic.
- View speech making positively.
- Project control.
- Test your message.
- Practice.

- Learn from Experience
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.
Hearing
- A physiological activity that occurs when sound waves hit our eardrums

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 that 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:

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

Perception factors
- 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
Fundamentals of Communication
Chapter 5- Non-verbal Communication

Comparing Verbal and Nonverbal Communication

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both are symbolic.</td>
<td>Nonverbal communication is usually perceived as more believable.</td>
</tr>
<tr>
<td>Both are rule guided.</td>
<td>Nonverbal can be multichanneled.</td>
</tr>
<tr>
<td>Both can be intentional or unintentional.</td>
<td>Nonverbal is continuous.</td>
</tr>
<tr>
<td>Both are culture-bound.</td>
<td></td>
</tr>
</tbody>
</table>

Nonverbal Behavior

Accounts for 65% - 93% of the total meaning of communication

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
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
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 is the arguments are paced properly.
    - Review Toulmin’s model

- **EVIDENCE**
  - More people lose weight while keeping and following a food-intake diary.
- **CLAIM**
  - Keeping a food-intake diary is probably the best way to monitor your diet and lose weight.
- **WARRANT**
  - A study conducted at a major medical school concluded that food-intake diaries are safe and twice as effective as other popular diet methods.
- **RESERVATION**
  - Food-intake diaries may not work if there are genetic or hormonal causes of obesity.
- **BACKING**
  - Dr. Nathan Carter and his research team have been recognized for their valuable research and contributions to our knowledge about nutrition, diet safety, and effective weight loss.
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