Chapter 1

Introduction to Human Communication

- **Lecture 1:** OVERVIEW OF THE CHAPTER – WHAT DO YOU NEED TO KNOW? (NOTE-TAKING)
  - Take notes on the overview slide –focus on active listening.
  - Think about how to answer the follow-up questions on the overview slide.
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- **Lecture 2:** PRACTICAL ACTIVITY – HOW THE CHAPTER WORKS IN PRACTICE (GROUP/PAIR WORK)
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Ms. Hannah Sarjeeq

(A) You should be able to name three ways that studying communication is **essential** (the **benefits**).

- Studying communication can improve the way you see yourself. (Chapter 2)
- It can improve the way others see you and improve your relationship with others. (Chapter 2 – 8)
- Studying communication can teach you important life skills and help you succeed professionally.

(B) You should be able to **define** 'communication' using the language from the course book.

"The process of using messages to generate shared meaning."

- 'process' = An activity, an exchange, or a set of behaviours that occurs over time.
- 'message' = The verbal and nonverbal form of the idea, thought, or feeling that one person (the source) wishes to communicate to another person or a group of people (the receivers).
- 'meaning' = The intent of a message by the sender and the interpretation of a message by the receiver.

(C) You should be able to name all **the components of communication** and their definitions.

Task 1: Next Slide

(D) You should be able to list **six communication principles** and how it refers to your life as a student

1. Communication begins with self
2. Communication involves others
3. Communication has both content and relational dimension
4. Communication involves choices
5. Communication quantity does not increase communication quality
6. Communication is pervasive
7. Communication cannot be reversed

(E) You should be able to list six **communication contexts** with examples from your life.

1. Intrapersonal = Thinking to myself during an exam
2. Interpersonal = Dyadic = me and my friend talking (2 people only)
3. Small-group communication = working on a group presentation at college (3-10 people)
4. Public speaking (more than 10 people) = going to a talk at the university when they invite a special guest
5. Mass communication (thousands) = communication sent through a mediator watching any type of broadcast media like TV when I get home or listening to the radio in the car.
6. Online communication (2-millions of people) – WhatsApp groups, Snapchat

(F) You should be able to list three goals of studying communication and three types of jobs that rely on human/speech communication.

1. To practice competence
2. To communicate ethically
3. To understand research and theory

1. Teacher/Lecturer
2. Lawyers
3. Campaign manager

Task 1: Components of Communication

Jannah is at **home** sending a text message to her brother Mustafa.

The location where communication takes place.

Mustafa is at work, and he receives a message from his sister Jannah.

1. *situation*

Source = A message initiator.

2. *people* Source

The process of translating an idea or thought into a code.

3. *encoding*

4. *code*

Systematic arrangement of symbols used to create meanings in the mind of another person or persons. Words, phrases, sentences are symbols.



5. *channel*

The means by which a message moves from the source to the receiver of a message.
- Mobile phone
- Email
- Face-to-face (voice)

6. *message*

The verbal and nonverbal expression of an idea, thought, or feeling.

7. *noise*

Any interference in the encoding and decoding processes that reduces message clarity.
- Physical: Background sounds
- Semantic: Language barriers
- Physiological: Hearing impairments/illness

9. *feedback*

The receiver's verbal and nonverbal response to the source's message.

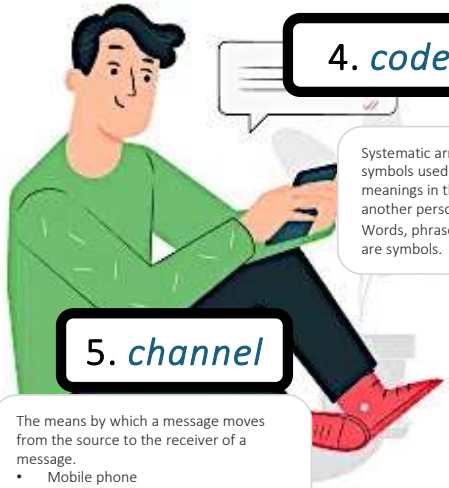
The process of assigning meaning to the idea or thought in a code.

8. *decoding*

2. *people* Receiver

4. *code*

Systematic arrangement of symbols used to create meanings in the mind of another person or persons. Words, phrases, sentences are symbols.



5. *channel*

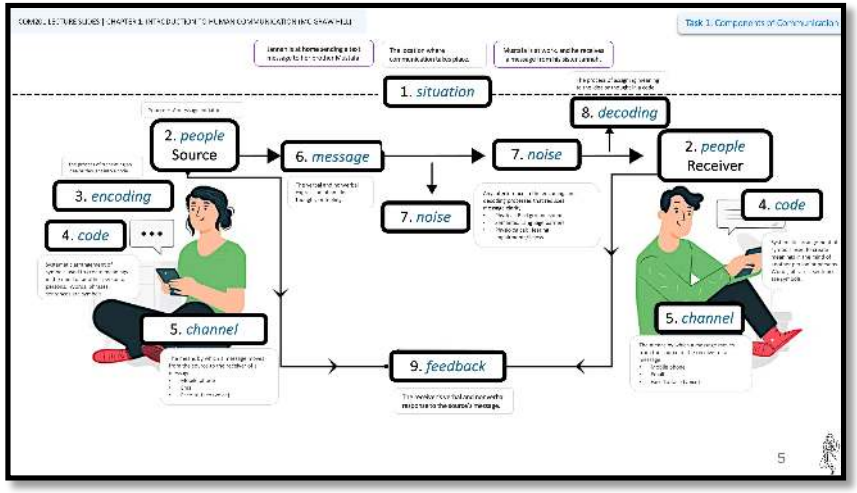
The means by which a message moves from the source to the receiver of a message.
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CLO 1.1: Recognize the fundamental components, concepts, and terminologies of human communication.

Task: Read the situation and identify the components of communication using the terminology from the picture.

Situation: I am a Saudi student living in New York. I came to America with my brother to study for a Master's degree in software engineering. My family all live in Dammam. Last night I was feeling lonely, so I thought [1]_____ I might write a letter [2]_____ to my parents [3]_____ to see how they were doing, but I decided that it would be better to call[4]_____ them since I wanted to hear their voices. So, I decided to call them in the evening when I returned from college, and they were at home [5]_____. I [6]_____ logged onto my computer and accessed Skype [7]_____ I dialled the home number and my father [8]_____ answered the call. After I greeted him, the first thing he said [9]_____ was how much he missed me. We spoke about my studies and the environment in New York mainly in Arabic [10]_____ , but when it came to speaking about the food, we switched to English [11]_____ - I don't know why we switch all the time. Toward the end of the call, my father said he wanted to remind me to do something, but I couldn't hear him very clearly because my brothers and sisters ran into the room right at that moment . They realised I was in the video call, so they started screaming and greeting me so I really couldn't hear [12]_____ the end of what my father wanted to remind me about and suddenly the internet cut out [13]_____ and the call ended. At that point, I sent him a text [14]_____ on WhatsApp [15]_____ and asked him to write back what he wanted to say. I miss my family and cannot wait to see them again!

encoding
channel
receiver
channel
situation
source
channel
receiver
feedback
code
code
noise
noise
message & code
channel



USING AI TECHNOLOGY: GROUP OR PAIR WORK

Please help me create a quiz using the following keywords: [insert your list of keywords]. The quiz should be in an exam-style format and include the following types of questions:

1.True/False Questions (T/F):

1. Create 5 statements (one per keyword).
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2.Multiple Choice Questions (MCQs):

1. Write 5 questions (one per keyword).
2. Provide 4 answer options for each:
    1. One correct answer.
    2. Three plausible distractors (incorrect answers).
3. DO NOT mark the correct answer.

3.Situational Multiple-Choice Questions (MCQs):

1. Write 5 realistic scenarios based on the keywords.
2. For each scenario, ask a question that tests understanding of the keyword.
3. Provide 4 answer options:
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4. DO NOT mark the correct answer.

4.Short Answer Questions (Fill-in-the-Gap):

1. Create 2 sentences with a blank where students must write the correct keyword or phrase.
2. DO NOT indicate the correct answers in brackets.

5.Essay Question:

1. Write 1 question describing a communication or situational problem involving one or more keywords.
2. Include 3 sub-questions that require thoughtful analysis or application of the concepts.

Answer Key Page:

•Provide all correct answers on a separate page at the end of the document.

•The answer key should include answers for:

- True/False Questions
- Multiple Choice Questions (MCQs)
- Situational MCQs
- Short Answer Questions
- Essay Question answer in 200 words only

Output Requirements:

•Format: The quiz must be created in an exam-style layout and saved as a Word document.

•Answer Key Placement: The answer key must appear only at the end of the document.

Key Terms

Asynchronous communication
Channel
Code
Communication
Communication competence
Context
Decoding
Dialogue
Dyadic communication
Encoding
Ethics
Feedback
Interpersonal communication
Intrapersonal communication
Mass communication
Meaning
Media convergence
Message
Noise
Nonverbal codes
Online communication
Polarization
Process
Public speaking
Receiver
Situation
Small-group communication
Source
Synchronous communication
Technological convergence
Verbal codes



Chapter 2
PERCEPTION, SELF & COMMUNICATION

- **Lecture 1:** OVERVIEW OF THE CHAPTER – WHAT DO YOU NEED TO KNOW? (NOTE-TAKING)
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Ms. Hannah Sarjouj

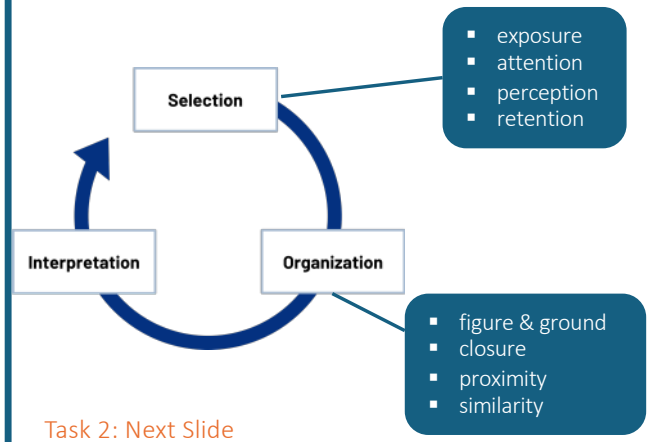
(A) You should be able to **define** perception, active perception and subjective perception using the language in the course book.

- **Perception**: The use of the senses to process information about the external environment.
- **Active perception**: Perception in which your mind selects, organizes, and interprets that which you sense.
- **Subjective perception:** Your uniquely constructed meaning attributed to sensed stimuli

(B) You should be able to **know the differences in perception from one person to another.**

1. **Identity factors** - gender, height, weight, body types, senses, ableness, ethnicity.
2. **Temporal Conditions** – temporary conditions (happening for a short period of time) like having a headache, feeling tired.
3. **Perceptual Constancy-** The idea that your past experiences lead you to see the world in a way that is difficult to change; your initial perceptions persist.
4. **Role** - The part you play in various social contexts. What role are you playing now in class? A student or a sibling?
5. **Social events** – Environmental awareness, mental health awareness – topics like these can affect how you manage your social media feeds and how you speak with people.

(C) You should be able to describe **the perceptual process (active perception)** and the different parts and the definitions.



Task 2: Next Slide

(D) You should be able to list **errors in our perception and how to perception check** and how it refers to your life as a student.

1. **Stereotyping**: Making a hasty generalization about a group based on a judgment about an individual from that group.
2. **Prejudice**: An unfavourable predisposition about an individual because of that person's membership in a stereotyped group.
3. **First Impressions:** An initial opinion about people upon meeting them, not always correct or accurate.

Perception checking reduces perceptual errors:
Four steps:

1. Describe observed behaviour (verbal/nonverbal).
2. Express how the behaviour makes you feel.
3. Suggest possible interpretations.
4. Seek verification through questions or further observation

(E) You should be able to describe **your personal identity** with examples from your life.

1. How did you become who you are?
2. What is your personal identity – this is the perception of what makes an individual unique with regard to various personality characteristics, interests, and values
3. How did you develop through symbolic interactionism - the process in which the self develops through the messages and feedback received from others.
4. How do you intend to learn more about yourself?
5. Have you thought about the importance of mental health and well-being?

(F) You should be able to list three **ways to present yourself to others through impression management.**

Think about three ways you will be sharing personal details about yourself in order to present an idealized version of yourself. What information do you intend to not include?

Complete the 'Rosenberg Self-Esteem Scale' Questionnaire at the end of the chapter.

The Perceptual Process



5 types of stimuli that are entering your senses

in

Selection

Focusing on only some BUT NOT ALL things in your environment.

1. selective exposure

We all have different beliefs and opinions. So, we tend to focus on things that support (reinforce) or beliefs and opinions.
Example: Read books, watch videos, or talk to people who share your thoughts, like finding friends who agree with you!

2. selective attention

In a specific situation, you cannot get rid of all the stimuli which is around you in your environment. You can only control your own mind (your attention), so you choose to focus on certain cues and ignore others.
Example: You're travelling on a bus and are focusing on someone's talking about their holiday in Spain, while ignoring the bus driver saying, 'This is the last stop'.

3. Selective perception

The tendency to see, hear, and believe only what you want to see, hear, and believe.
Example: Imagine a classmate who everyone says is not a nice person, but because they are your best friend, you believe they are good despite everyone saying the opposite.

4. Selective retention

The tendency to better remember the things that reinforce your beliefs than those that oppose them.
Example: It's like when you leave home to go to college. Maybe in the past, when you were a small child, your parents would always tell you off for doing something wrong, but as an adult, when people ask you about your family, you only remember all the good things your parents did for you, because you genuinely believe they are good people.

Organization

Grouping of stimuli into meaningful units or wholes.

Interpretation

Trying to understand our world by what we know internally and what we sense externally.

1. figure and ground

This is an explanation of how we organise thins when we use ***selective attention***. Figure: The focal point of your attention. Ground: The background. **Example:** In class, imagine you're looking at a PowerPoint presentation on the board. The presentation is the "figure" because it's what you're focused on. The wall, windows, or desks are the "ground".

2. Closure

The tendency to fill in missing information to complete an otherwise incomplete figure or statement. **Example:** Imagine you are on a phone call which cutes out at the end. Closure is like guessing the missing ending when a telephone call cuts out

3. Proximity

The location, distance, or range between persons and things; the principle that objects physically close to each other will be perceived as a unit or group. **Example**: A man and woman coming out of a car together = husband & wife?

4. Similarity

The principle that elements are grouped together because they share attributes, such as size, color, or shape. **Example**: Our friends and loved ones are usually people who like or dislike the same things we do. In-group/Out group= Our Intergroup perspective: the ways in which people in a social interaction identify and categorize themselves or others in terms of group membership and how these categorizations shape perceptions and interactions with others.

COURSE LEARNING OUTCOME #2: SKILL

COURSE LEARNING OUTCOME #4: VALUES

CLO3.2: Analyze and explain academic, personal and professional communication situations . CLO 3.2 Demonstrate communication competence through understanding the perceptual process. Think about how our brain selects, organises and interprets information all around us so that we focus on somethings more and in some cases ignore other things. We also need to organise the things we sense so we can connect our external environment it to what we internally understand and try to make sense of it (interpret it) . Match the different types of selection from the 'perceptual process' with the SEVEN (7) different types of academic/social situations.

TYPES OF SELECTION

[A] SELECTIVE EXPOSURE: We all have different beliefs and opinions. So, we tend to focus on things that support (reinforce) or beliefs and opinions.
Example: Read books, watch videos, or talk to people who share your thoughts, like finding friends who agree with you!

[B] SELECTIVE ATTENTION: In a specific situation, you cannot get rid of all the stimuli which is around you in your environment. You can only control your own mind (your attention), so you choose to focus on certain cues and ignore others.
Example: You're travelling on a bus and are focusing on someone's talking about their holiday in Spain, while ignoring the bus driver saying, 'This is the last stop'.

[C] SELECTIVE PERCEPTION: The tendency to see, hear, and believe only what you want to see, hear, and believe.
Example: Imagine a classmate who everyone says is not a nice person, but because they are your best friend, you believe they are good despite everyone saying the opposite.

[D] SELECTIVE RETENTION: The tendency to better remember the things that reinforce your beliefs than those that oppose them.
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TYPES OF ORGANISATION

[E] FIGURE & GROUND: This is an explanation of how we organise thins when we use ***selective attention***. Figure: The focal point of your attention. Ground: The background.
Example: In class, imagine you're looking at a PowerPoint presentation on the board. The presentation is the "figure" because it's what you're focused on. The wall, windows, or desks are the "ground".

[F] CLOSURE: The tendency to fill in missing information to complete an otherwise incomplete figure or statement.
Example: Imagine you are on a phone call which cutes out at the end. Closure is like guessing the missing ending when a telephone call cuts out

[G] PROXIMITY: The location, distance, or range between persons and things; the principle that objects physically close to each other will be perceived as a unit or group. **Example**: A man and woman coming out of a car together = husband & wife?

[H] SIMILARITY: The principle that elements are grouped together because they share attributes, such as size, color, or shape. **Example**: Our friends and loved ones are usually people who like or dislike the same things we do. In-group/Out group= Our Intergroup perspective: the ways in which people in a social interaction identify and categorize themselves or others in terms of group membership and how these categorizations shape perceptions and interactions with others.

ACADEMIC SITUATION – SCENARIO QUESTIONS

QUESTION 1: During the lecture, you tend to get bored when the lecturer is explaining facts using numbers and graphs, but when he starts to discuss his life and interesting stories about his part experiences in other countries, you tend to listen. **What type of selection is being used here?** [B] SELECTIVE ATTENTION

QUESTION 2: A student has a a choice of two lecturers for their science course. One lecturer believes in free speech and has very liberal views about the world. The other lecturer has very conservative views about the world and how much you can express your views in public. The student chooses to attend the Arab lecturer's course. **QUESTION 1: What type of selection is being used here?** [A] SELECTIVE EXPOSURE

QUESTION 3: On the first day of the lecture, a student is weaking sunglasses, has a tattoo, and some nose and lip piercings. She is looking around the lecture hall to decide where to sit. She sees another student with a similar look and decides to take a seat next to her. **What type of selection is being used here?** [B] SELECTIVE EXPOSURE

QUESTION 4: John likes to play football and so does Stephen. They decide to become friends on the first day of school. **What type of organisation is being described here?** [H] SIMILARITY

QUESTION 5: The lecturer is presenting a topic to the class. Two students are talking at the back of the class. The lecturer is who students should be focusing on. **What type of organisation is being described here?** [E] FIGURE & GROUND

QUESTION 6: A man and woman come out of the car together holding hands. They do not look the same. They kiss goodbye. **What type of organisation is being described here?** [G] PROXIMITY

QUESTION 7: Based on Q.6, What is your interpretation after organising the stimuli? Mother/son or Husband and wife? Why? HUSBAND AND WIFE – No similarity in looks.

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Key Terms

Active perception
Closure
Figure
First impression
Gender identity
Ground
Impression management
In-group
Intergroup perspective
Interpretive perception
Mental health
Organization
Out-group
Perception
Perception checking
Perceptual constancy
Personal identity
Prejudice
Proximity
Role
Selective attention
Selective exposure
Selective perception
Selective retention
Similarity
Stereotyping
Subjective perception
Symbolic interactionism



Chapter 3
LANGUAGE & MEANING

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Ms. Hannah Sarjeeq

(A) You should be able to **define** 'language', and how we 'decode' in our everyday lives using the language from the coursebook.

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

To Decode: The process of assigning meaning to others' words in order to translate them into thoughts of your own. When someone says the word 'apple' we decode to mean small, round, red/green fruit.

(B) You should be able to **know and define the three sets of rules of language using an example from your life at college.**

Semantics: The study of the way humans use language to evoke meaning in others. All words mean something.

Syntactics: The way in which words are arranged to form phrases and sentences. If words in our language are not arranged very well, we tend to have negative perceptions about this, especially if a non-native teacher is teaching us in our mother tongue.

Pragmatics: The study of language as it is used in a social context, including its effect on the communicators. I might study how much high school students use slang compared to university students. Phatic communication = small talk.

(C) You should be able to define and describe **how language and culture are intertwined, and specifically the Sapir-Whorf Hypothesis** with examples from your life.

Culture: A unique combination of rituals, religious beliefs, ways of thinking, and ways of behaving that unify a group of people. Arabic culture is seen in its food, dress and beliefs.

Our language develops according to our cultural needs. The more societies copy Western countries, the more slang is introduced or code-switching into their mother tongue.

A theory that our perception of reality is determined by our thought processes, our thought processes are limited by our language, and therefore language shapes our reality and our behaviours.

(D) You should be able to explain how **language organizes reality and is arbitrary.**

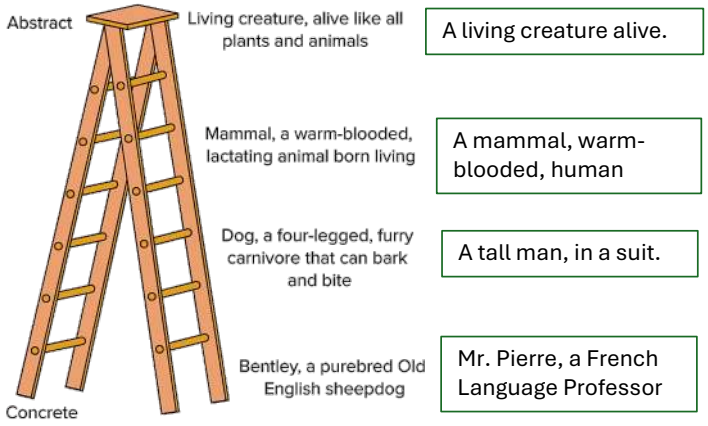
When we describe people, we see we organise their personal identity: See that man over there, the tall one, with brown hair?

Words are '**arbitrary**' – they have no meaning until we put meaning to it.

For example, a small round red/green item you can eat = Apple. Someone in your lifetime taught the word A-P-P-L-E = round red/green item to eat. They probably showed you a picture so that you could put meaning to the string of letters.

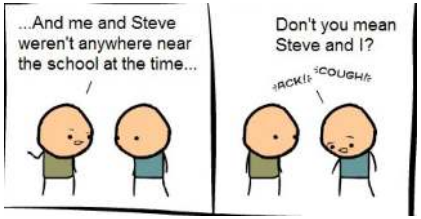
When a woman calls her husband, 'my sweetheart' the meaning is personal to her because it refers only to her husband.

(E) You should be able to describe **Hayakawa's ladder of abstraction** with an example from your life.



(F) You should be able to FIVE (5) **types of communication to avoid when using language in speaking and** EIGHT (8) ways to improve your language skills.

Task 3: Next Slide



AVOID: (1) GRAMMATICAL ERRORS

What? Grammatical errors are mistakes in using language rules, like incorrect punctuation. Example: "He don't like it" instead of "He **doesn't** like it."

Why? Avoid it for better communication and so people don't think of you negatively (re: credibility as a speaker)



AVOID: (2) SLANG

What? Informal, casual language used among equals (specific groups of people) with words typically unsuitable for more formal contexts. Example "Cool" instead of "excellent".

Why? Avoid it in formal or professional settings because it may not be universally understood and can create barriers in communication.



AVOID: (3) PROFANITY

What? A type of swearing that uses indecent words or phrases.

Why? Avoiding profanity is crucial because it shows respect, maintains professionalism, prevents misunderstandings, and promotes effective communication in various contexts.



AVOID: (4) CLICHÉS

What? Informal or overused expressions that lack originality or impact. Example: "As busy as a bee" = very busy; "airing dirty laundry" – exposing all your secrets; It is not specific to a group of people.

Why? Avoid it when writing and speaking as it sounds overused and less engaging. Use unique expressions for clear, vivid communication with specific details. Example: This week I have four projects due, so I am very busy.



AVOID: (5) JARGON

What? Language particular to a specific profession, work group, or culture and not meant to be understood by outsiders.

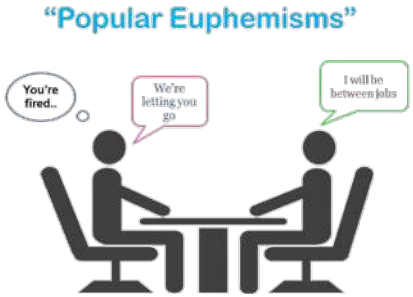
Why? Avoid it in formal or professional settings because it may not be universally understood and can create barriers in communication.



AVOID: (6) REGIONALISMS

What? Words and phrases specific to a particular region or part of the country

Why? Avoiding regionalisms is crucial because they can lead to misunderstandings and confusion. It makes groups more inclusive when you avoid regionalisms.



AVOID: (7) EUPHEMISMS

What? A more polite, pleasant expression used instead of a socially unacceptable form. Like saying, "I want to go to the '***BATHROOM***", instead of 'toilet'.

Why? They can sometimes confuse people, especially if they do not share their first language with you.

But sometimes it is important so that you avoid obscene language.



PREJUDICIAL LANGUAGE TO AVOID: (1) GENDER-BIASED LANGAUGE

What? Language that privileges a certain gender over another. Example: Using "fireman" instead of "firefighter" implies that only men can perform that job.

Why? Avoiding gender-biased language, including jokes, is important in professional settings because it excludes or marginalizes individuals based on gender.

In the media, who is more likely to be portrayed as angry and violent? Men or women? Check out the answer in this article.



PREJUDICIAL LANGUAGE TO AVOID: (2) RACIST LANGAUGE

What? Language that insults a group because of its race or ethnicity.

Why? Avoiding racist language, hate speech, assumptions and jokes, is crucial because it perpetuates discrimination, stereotypes, and harm towards individuals based on their race or ethnicity, fostering division and inequality in society. We should be trying to come together on common ground rather than separating ourselves together.

Read this article featured in the University of Toronto's Website about lack of exposure and racial bias. At what age can racial bias start?



PREJUDICIAL LANGUAGE TO AVOID: (3) AGEIST LANGUAGE

What? Ageist language stereotypes or discriminates based on age, like calling someone "old" as an insult. Example: Saying, "You're too old to understand how to use technology", or saying, "You're too young to know anything about finance" dismisses someone's knowledge based solely on their age.

Why? Avoid it because it can hurt feelings and make people feel less valued.

Do all cultures treat older people the same. Read this article - how does it make you feel?



CLO 3.1 Demonstrate knowledge of components and **ethical behaviour** in various contexts of communication. Read the information on the previous slide then answer the following questions

1. Which of the following best demonstrates checking your perception?
A. "You always ignore me when I ask for help."
B. "I noticed you didn't respond to my call. Are you not well or did I say something wrong?"
C. "I know you're upset with me because you didn't smile."
D. "You never listen to me in meetings."
Answer: B – Check your perceptions in four steps:
1. Describe observed behaviour (verbal/nonverbal).
2. Express how the behaviour makes you feel.
3. Suggest possible interpretations.
4. Seek verification through questions or further observation.

2. What is the primary purpose of paraphrasing in communication?
A. To change the topic of discussion
B. To shorten the conversation
C. To reflect the content and emotions of the speaker's message
D. To agree with the other person immediately
Answer: C - It shows the speaker that you understand their perspective, acknowledge their feelings, and are actively listening to them.

3. Which of the following is an example of "dating" in communication?
A. "I always fail at math."
B. "Last summer, I struggled with math, but I've improved since then."
C. "Math is difficult for everyone."
D. "I am not good at math, and I never will be."
Answer: B - Dating in communication is important because it prevents misunderstandings by specifying when something happened, showing that situations can change over time.

4. What does "indexing" help you avoid in communication?
A. Stereotyping
B. Overexplaining
C. Using simple words
D. Sharing personal opinions
Answer: A - it encourages recognizing individual differences within a group, rather than assuming everyone shares the same traits.

5. Which statement represents an operational definition of "illness"?
A. "Illness means not feeling well."
B. "Illness is when your body feels weak or in pain and common medicine cannot help."
C. "Illness is when you are tired and don't feel like working."
D. "Illness is something you catch in the winter."
Answer: B - Operational definitions are important because they explain difficult words by showing what they mean or how they work. This helps everyone understand the same way.

6. What is the difference between an observation and an inference?
A. Observation involves assumptions, while inference involves facts.
B. Observation is about guessing, while inference is about describing.
C. Observation is about directly noticing something (facts), while inference involves drawing conclusions (guessing).
D. Observation is a feeling, while inference is a physical action.
Answer: C - It is important to know the difference between observation and inference because:
- Observation is about facts – what you see or hear.
- Inference is a guess based on those facts.

Knowing the difference helps you avoid making wrong assumptions and improves clear communication.

7. Which of the following best defines the term "deadline" descriptively?
A. "A deadline is when the work is supposed to be done."
B. "Deadline means completing the task sometime soon."
C. "A deadline is the exact date by which a project must be submitted, such as next Monday."
D. "Deadline means doing work as quickly as possible."
Answer: C - Being descriptive is important in communication because it makes your message clear, reduces misunderstandings, and helps others know exactly what you mean. Try to add more details when you speak, but make sure it is enough to make your message clear and not too much information.

8. What is the main goal of using concrete language in communication?
A. To impress others with complex vocabulary
B. To make sure messages are clear and specific
C. To shorten conversations
D. To confuse the listener with broad ideas
Answer: B - Concrete language is using specific words instead of vague or general ones.
Vague: "Let's meet later."
Concrete: "Let's meet at 3 PM in the library."

9. Which of the following is an example of frozen evaluation?
A. "My friend was shy in high school, but she's very outgoing now."
B. "I used to dislike coffee, but now I drink it every morning."
C. "Sarah was rude once, so she will always be rude."
D. "I didn't enjoy this book last year, but I might appreciate it now."
Answer: C - Frozen evaluation is when you judge someone, or something based on past behaviour and don't allow for change or growth.
You can avoid it by making sure you view people within their present time not based on past experiences:
"She was rude once, but now she's very friendly."

USING AI TECHNOLOGY: GROUP OR PAIR WORK

Please help me create a quiz using the following keywords: [insert your list of keywords]. The quiz should be in an exam-style format and include the following types of questions:

1.True/False Questions (T/F):

1. Create 5 statements (one per keyword).
2. Ensure each statement is clear and unambiguous.
3. DO NOT Indicate whether the statement is True or False.

2.Multiple Choice Questions (MCQs):

1. Write 5 questions (one per keyword).
2. Provide 4 answer options for each:
    1. One correct answer.
    2. Three plausible distractors (incorrect answers).
3. DO NOT mark the correct answer.

3.Situational Multiple-Choice Questions (MCQs):

1. Write 5 realistic scenarios based on the keywords.
2. For each scenario, ask a question that tests understanding of the keyword.
3. Provide 4 answer options:
    1. One correct answer.
    2. Three plausible distractors.
4. DO NOT mark the correct answer.

4.Short Answer Questions (Fill-in-the-Gap):

1. Create 2 sentences with a blank where students must write the correct keyword or phrase.
2. DO NOT indicate the correct answers in brackets.

5.Essay Question:

1. Write 1 question describing a communication or situational problem involving one or more keywords.
2. Include 3 sub-questions that require thoughtful analysis or application of the concepts.

Answer Key Page:

•Provide all correct answers on a separate page at the end of the document.

•The answer key should include answers for:

- True/False Questions
- Multiple Choice Questions (MCQs)
- Situational MCQs
- Short Answer Questions
- Essay Question answer in 200 words only

Output Requirements:

•Format: The quiz must be created in an exam-style layout and saved as a Word document.

•Answer Key Placement: The answer key must appear only at the end of the document.

Key Terms

Ageist language
Cliché
Concrete language
Connotative meaning
Culture
Dating
Decode
Denotative meaning
Descriptiveness
Encode
Euphemism
Frozen evaluation
Gender-biased language
Heterosexist language
Indexing
Jargon
Language
Operational definition
Paraphrasing
Phatic communication
Pragmatics
Profanity
Racist language
Regionalisms
Sapir-Whorf hypothesis
Semantics
Slang
Syntax



Chapter 4
NON-VERBAL COMMUNICATION

- **Lecture 1:** OVERVIEW OF THE CHAPTER – WHAT DO YOU NEED TO KNOW? (NOTE-TAKING)
  - Take notes on the overview slide –focus on active listening.
  - Think about how to answer the follow-up questions on the overview slide.
  - At home, prepare for the next lesson. Look at the task that needs to be completed.
- **Lecture 2:** PRACTICAL ACTIVITY – HOW THE CHAPTER WORKS IN PRACTICE (GROUP/PAIR WORK)
  - Look at the tasks that need to be completed. Complete it with someone next to you.
  - Create the chapter mock exam assessment questions on AI. Try to answer the questions without using the answer key.
- **Lecture 3:** LAB ASSIGNMENTS GRADED (individual WORK)
  - Make sure you have a device, or you use the university computers in the lab
  - Log onto your Online Account.
  - Access the assignment during the class time. This is a review of the chapter.
  - Keep note of the deadline and complete the rest at home.
- STUDENT RESPONSIBILITY: READING CHAPTER– (ONLINE COURSEBOOK + EXTERNAL READINGS)
  - Take notes on the overview slide –focus on active, independent reading.
  - Complete the weekly **CHAPTER** assignments on McGraw Hill Connect

Ms. Hannah Sarjeeq

(A) You should be able to **define** 'non-verbal communication', and how it differs from verbal communication using the language from the course book.

The process of using messages other than words to create meaning with others.
There are more challenges with non-verbal communication **MEANING** than there are with verbal.

- 55% Nonverbal communication
- 38% Vocal non-word sounds
- 7% Words

(B) You should be able to **explain the relationship between COVID-19 and why non-verbal communication was challenging.**

In the initial stages of the pandemic,

- We were physically isolated from one another
- Face masks were common, were hampered our ability to read facial expressions.
- Much of our communication took place through remote online technologies

(C) You should be able to explain how Verbal and Non-verbal communication are related.
(complete an in-class matching activity)



(D) You should be able to **define** 'non-verbal codes', explain our bodily movements and facial expressions as described by Paul Ekman and Albert Mehrabian. To do this, you should watch the video and complete the worksheet with the missing phrases. (Make sure you have your private earphones and the downloaded video.)

Task 4: Next Slide



(E) You should be able to **define** 'physical attractiveness', and how it is a subjective concept. You should be able to summarize the relationship between culture and beauty according to Naomi Wolf and Heather Widdows.

Physical attractiveness is subjective, shaped by personal and cultural standards. Naomi Wolf highlights how cultural ideals of beauty reflect societal power structures, influencing perceptions and reinforcing inequality across different cultures.

(F) You should be able to **define 'physical space', and defining 'proxemics',** and its relationship with communication according to **Edward T Hall's categories** AND their measurements. Also, what the meaning of **'chronemics'** and **'tactile communication'** have to do with communication skills esp. difference between men and women.

1. Territoriality = maintaining own personal space
2. Proxemics = the study of use of space + distance
3. Intimate Distance (18" or less)
4. Personal Distance (18" - 4ft)
5. Social Distance (4ft-12ft)
6. Public Distance (12ft+)
7. Chronemics: The study of time | Mono-Polychronic
8. Tactile communication: using touch

(E) You should be able to define TEN (10) different types of vocal cues (paralinguistic features) and why they are important.

1. Pitch: The highness or lowness of the voice.
2. Rate: The pace of your speech.
3. Inflection: The variety or changes in pitch.
4. Volume: The loudness/softness of the voice.
5. Quality: The uniqueness (huskiness)
6. Non-word sounds: "mmh," "huh," and "ahh,"
7. Pronunciation: Saying a word correctly
8. Articulation : mouth, tongue, and teeth to make words understandable
9. Enunciation = Pronunciation + Articulation
10. Silence: The lack of sound.

(F) You should be able to define and explain the relationship between clothing and artIfacts and the importance in what they communicate to people using examples from your life – this is known as 'objectics'.

- Objectics: the study of the human use of clothing and artifacts as nonverbal codes.
- Clothing:_____
- ArtIfacts: **Ornaments or adornments you display that hold communicative potential.**
- Self-expression:_____

(G) You should be able to explain why non-verbal codes are 'ambiguous'.

(a) Example of how one code can communicate a variety of meanings
Example: A thumbs up can mean a word in profanity or mean 'good'.

(b) Example of how a variety of codes can communicate the same meaning.
Example: Clapping can mean silence or congratulations.

(H) You should be able to explain the SEVEN (7) ways you can improve non-verbal communication using examples from your own life:

1. Establish eye contact:_____
2. Different use of chronemics (time)_____
3. General Time management skills_____
4. Time management and interactions with others: _____
5. Professional norms and tactile communication: _____
6. Dress: _____
7. Avoid Being Dramatic: _____

(I) You should be able to explain the differences in non-verbal communication between different cultures.

1. Americans + personal distance_____ _____
2. Americans + verbal messages_____ _____

(J) You should be able to explain how to solve problems in interpreting nonverbal codes through a four-step process:

1. Consider all the variables in each communication context.
2. Adapt your nonverbal communication to the audience with which you are communicating.
3. Consider all the available verbal and nonverbal codes.
4. Use descriptive feedback to minimize misunderstandings.



Relationship Between Verbal and Non-Verbal Communication (1)

Repeating: Sending the same message both verbally and nonverbally. Verbal and nonverbal messages align, like saying "excited" with a smile and animated gestures. Saying "I love you" while giving a kiss on the cheek, since 'kiss' = 'love' it is repetitive.



Relationship Between Verbal and Non-Verbal Communication (2)

Emphasizing: The use of nonverbal cues to strengthen verbal messages. Making your message stronger by combining words with actions, such as hugging a friend to show care while saying the words "I missed you!". Since a hug can have different meanings, it acts not as repeating but as emphasising. Likewise, patting a friend on the back while saying "Great job! You really aced that presentation!" (Since a pat on the back can also mean "not to worry", it acts as emphasising in this scenario).



Relationship Between Verbal and Non-Verbal Communication (3)

Complementing: Using nonverbal and verbal codes to add meaning to each other and to expand the meaning of either message alone (not simply repeating). To give an example, while you are on the phone to someone, you might raise the palm of your hand to another person present to emphasize 1. that you are talking and 2. that you want them to stop interrupting you. The content of the phone conversation and the gesture are not related, they are independent, but they complement each other by adding meaning – the call is important.



Relationship Between Verbal and Non-Verbal Communication (4)

Contradicting: Sending verbal and nonverbal messages that conflict. When words and actions do not match, accidently in truth such as saying, "I'm not upset" with crossed arms and a frown; or on purpose in humour or sarcasm such as saying, "I absolutely love broccoli" with a disgusted facial expression and shaking your head dramatically.



Relationship Between Verbal and Non-Verbal Communication (5)

Substituting: Using nonverbal codes instead of verbal codes. When someone you think might be lying, you might roll your eyes and shake head instead of saying "I don't believe you." You might shake your head to mean, 'No'. instead of verbally saying it. In this context you are NOT speaking the words but using non-verbal communication in its place.



Relationship Between Verbal and Non-Verbal Communication (6)

Regulating: Using nonverbal codes to monitor and control interactions with others. Nodding and maintaining eye contact can be used to to encourage someone to continue speaking during a discussion while turning away and avoiding eye contact to signal disinterest or disagreement, discouraging someone from continuing to speak during a discussion.

KINESICS - NON-VERBAL CODE TYPES (VIDEO)



Mehrabian's Categorization of Liking, Status and Responsiveness (1)

Liking: How do I show that I like someone through body language?

Example:

- Lean forward Stand face-to-face
- Stand or sit close in proximity
- Increase touching
- Open arms
- Open body display
- Positive facial expression
- Direct eye contact



Mehrabian's Categorization of Liking, Status and Responsiveness (2)

Status: How is status in society displayed in body language?

Example:

- Large gestures
- Forceful gestures during conversation
- Relaxed posture
- Infrequent eye contact

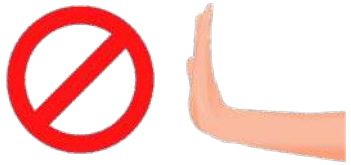


Mehrabian's Categorization of Liking, Status and Responsiveness (3)

Responsiveness: How is responsiveness displayed in body language?

Example:

- Lean forward
- Spontaneous gestures proximity
- Shifting your posture and position
- Facial expressions



Ekman's Categorization of Movement (1)

Emblems: Nonverbal movements that substitute for words and phrases. **Example**: An open palm of hand held up to mean stop.



Ekman's Categorization of Movement (2)

Illustrators: Nonverbal movements that accompany or reinforce verbal messages. **Example**: Stroking your stomach when you are hungry.

KINESICS & NON-VERBAL CODE TYPES (VIDEO)



Ekman's Categorization of Movement (3)

Affect Displays: Nonverbal movements of the face and body used to show emotion. **Example**: Clenching the fist as a threatening move when you are very upset with someone but don't really want to fistfight.



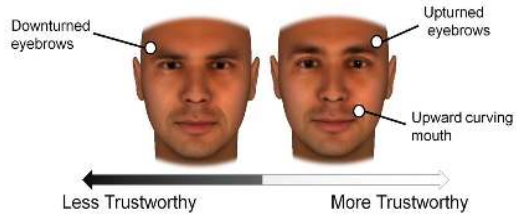
Ekman's Categorization of Movement (4)

Regulators: Nonverbal movements that control the flow or pace of communication. **Example**: A regulator like nodding during a conversation indicates agreement or encouragement for the speaker to continue, thus managing the flow of communication.



Ekman's Categorization of Movement (5)

Adaptors: Nonverbal movements that usually involve the unintended touching or manipulating of our bodies or artifacts to fulfil some physical or psychological need. **Example**: An example of an adaptor that students commonly use is tapping a pen or pencil on a desk or table of shaking a leg while studying or thinking deeply. This kind of behaviour often signals nervousness, restlessness, or concentration.



Ekman's & Friesen's Categorization of Facial Expressions (6)

Smiling: People who smile are rated as the most positive.

Neutral Expressions: People with a neutral expression are not rated as highly as people who smile.

Angry expressions: People pay more attention to someone with an angry expressions and even children have this bias. too.

USING AI TECHNOLOGY: GROUP OR PAIR WORK

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Key Terms

Adaptors
Affect displays
American Sign Language (ASL)
Articulation
Artifacts
Chronemics
Complementing
Contradicting
Emblems
Emphasizing
Enunciation
Illustrators
Inflection
Kinesics
Nonverbal codes
Nonverbal communication
Nonword sounds
Objectics
Paralinguistic features
Physical attractiveness
Pitch
Pronunciation
Proxemics
Quality
Rate
Regulating
Regulators
Repeating
Silence
Substituting
Tactile communication
Vocal cues
Volume



Chapter 5
LISTENING & CRITICAL THINKING

- **Lecture 1:** OVERVIEW OF THE CHAPTER – WHAT DO YOU NEED TO KNOW? (NOTE-TAKING)
  - Take notes on the overview slide –focus on active listening.
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- STUDENT RESPONSIBILITY: READING CHAPTER– (ONLINE COURSEBOOK + EXTERNAL READINGS)
  - Take notes on the overview slide –focus on active, independent reading.
  - Complete the weekly **CHAPTER** assignments on McGraw Hill Connect

Ms. Hannah Sarsony

(A) You should be able to **define 'listening', 'social media listening'** and **the four steps to active listening**

Listening: The active process of receiving, constructing meaning from verbal or nonverbal messages and reacting to it.

Active listening: **Listening with a purpose**

1. Listen carefully suing all senses
2. Paraphrasing mentally and verbally
3. Checking understanding to ensure accuracy (questions)
4. Provide feedback (react)

Social Media listening: The active monitoring of and response to messages on social media platforms by businesses or other types of organizations.

(B) You should be able to **define the different forms of active listening.**

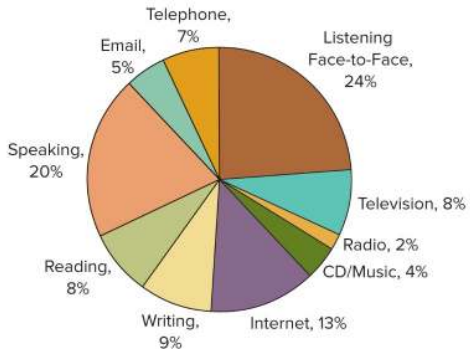
Empathic Listening: Listening with a purpose and attempting to understand another person's perspective.

Critical Listening: Listening that challenges the speaker's message by evaluating its accuracy, meaningfulness, and utility. This involves information literacy skills which is the the ability to locate, evaluate, and use information effectively.

Listening for Enjoyment: Listening that occurs in situations involving relaxing, fun, or emotionally stimulating information.

(C) You should be able to **explain the importance of this diagram.**

The proportion of time spent communicating by college students



(D) You should be able to **review and define different types of attention:**

What is Selective Attention? The tendency, when you expose yourself to information and ideas, to focus on certain cues and ignore others.

Provide a definition and example of Automatic Attention: **A police siren suddenly going off**. The instinctive focus we give to stimuli signalling a change in our surroundings, stimuli that we deem important, or stimuli that we perceive to signal danger.

(E) You should be able to **define the process of what happens when stimuli enter your senses when you listen,** be able to **define and provide ONE example of all the barriers to listening** and be able to **explain the differences between men and women listening.**

Task 5: Next Slide

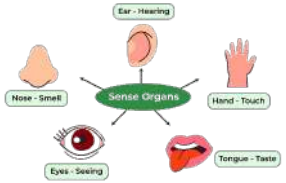
(F) You should be able to **list all the ways to become a better listener, how to effectively listen in the workplace, classroom, to media and in a second language, and the four steps of how to become an ethical listener.**

1. What is 'Critical Listening', 'First Person Observation', 'Second-Person Observation'?
2. Why is understanding source credibility using Stephen Toulmin's Data, Claim and Warrant concepts important?
3. Have you reviewed Chapter 4 – How to use Non-verbal communication effectively when listening?
4. What common lecture cues does your lecturer use in class?
5. Do you know the SIX (6) ways to check your understanding when listening?
6. What are 5 different ways to take notes; which ones do you use?
7. Do you know the four steps to become an Ethical Listener:

Four steps to become an Ethical Listener: Scenario – Group project argument.

1. Think about where you got your listening habits from?
2. Monitor your poor habits during situations.
3. Plan your response before giving feedback.
4. Adapt to others.

DESCRIBE THE DIFFERENCE BETWEEN LISTENING & HEARING



Stage 1 – We are exposed to environmental stimuli



Stage 2 – Stimuli enters our sensory memory

STOP – If you do not pay this sensory stimuli any attention, it is forgotten. Your brain will not retrieve it later as a memory. Paying attention means controlling your selective attention. The tendency, when you expose yourself to information and ideas, to focus on certain cues and ignore others.





Stage 3 – If you pay attention to this sensory stimuli, the working memory begins to function as it is the part of our short-term memory that interprets and assigns meaning to stimuli that we pay attention to. The working memory retrieves patterns of sounds from the longer memory – this is how we use language. The short-term memory has a 20 second limit.

STOP – If you do not exercise 'maintenance' & 'rehearsal' of this stimuli, it is forgotten. Your short-term memory will not retain nor retrieve it later as a memory. We retain 50% of the information immediately after listening and only 25% after a short delay.





Stage 4 – Our permanent storage place for information are placed in schemas – this is the organizational "filing systems" for thoughts held in long-term memory. Schemas are part of the long-term memory which stores information including but not limited to past experiences; language; values; knowledge; images of people; memories of sights, sounds, and smells; and even future dreams.

Sometimes we forget things because the clues we get, like words, pictures, or smells, aren't clear enough to link to the correct schema in our long-term memory. It's like trying to remember someone's name but only having a small hint (their face) that doesn't quite help us recall their name completely. Rehearsal helps keep the long-term memory



GROUP MATCHING TASK: NOISE, PERCEPTIONS & CHARACTERISTICS INFLUENCE LISTENING

Noise as a Barrier to Listening



Construction sounds

a

(a) physical distractions



Thinking of a sick spouse

b

(b) mental distractions



On the phone & watching TV

c

(c) multi-tasking



Focusing on details but missing the main idea.

d

(d) factual distractions



You stop listening if someone says they're from a certain country you don't like.

e

(e) semantic distractions



GROUP MATCHING TASK: NOISE, PERCEPTIONS & CHARACTERISTICS INFLUENCE LISTENING

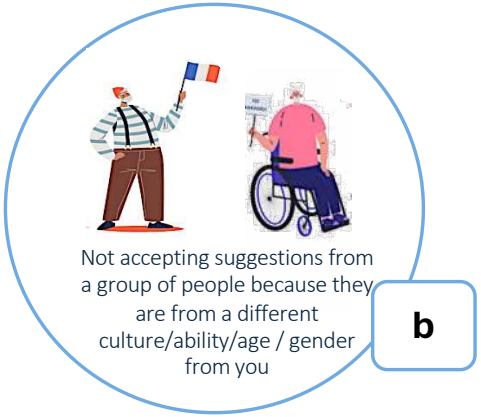
Perceptions of Others as a Barrier to Listening



Ignoring ideas from someone less experienced than you

a

(a) status



Not accepting suggestions from a group of people because they are from a different culture/ability/age / gender from you

b

(b) stereotypes



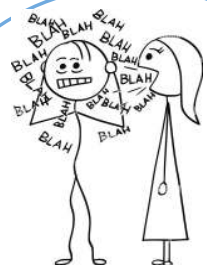
They distrust their coworker's judgment because he has tattoos and speaks in his native language to others.

c

(c) sights & sounds

GROUP MATCHING TASK: NOISE, PERCEPTIONS & CHARACTERISTICS INFLUENCE LISTENING

Yourself as a Barrier to Listening



Always redirecting a conversation to a different topic of your own interests

a

(a) egocentrism



Taking a teacher's comments about your failed exam as a personal attack.

b

(b) defensiveness



Not listening to a newly-qualified worker, since you have worked there longer

c

(c) experiential superiority



Believing your friend of many years always speaks the truth, even when you have evidence that she lies to her parents.

d

(d) personal bias



During a lecture, nodding acting like you agree with the professor's comments, while secretly texting on your phone.

e

(e) pseudo-listening



GROUP MATCHING TASK: NOISE, PERCEPTIONS & CHARACTERISTICS INFLUENCE LISTENING

Women as Listeners ("W")

Purpose: Listen to understand other's emotions (W)

Preferences: Likes complex information that needs careful evaluation. (W)

Awareness: Are highly perceptive if the other person understands or not. (W)

Non-Verbal Behaviours: More attentive, uses **sustained** eye contact with other people (W)

Interruptive Behaviours: Interrupts less often with interruptions usually signalling agreement and support. (W)

Men as Listeners ("M")

Purpose: Listen to tack action and solve problems. (M)

Preferences: Likes short, concise, error-free, clear communication. (M)

Awareness: Often fail to recognise when others do not understand. (M)

Non-Verbal Behaviours: less attentive, uses **glances** and eye contact to show liking. (M)

Interruptive Behaviours: Interrupts more often with interruptions often used to switch topics. (M)



USING AI TECHNOLOGY: GROUP OR PAIR WORK

Please help me create a quiz using the following keywords: [insert your list of keywords]. The quiz should be in an exam-style format and include the following types of questions:

1.True/False Questions (T/F):

1. Create 5 statements (one per keyword).
2. Ensure each statement is clear and unambiguous.
3. DO NOT Indicate whether the statement is True or False.

2.Multiple Choice Questions (MCQs):

1. Write 5 questions (one per keyword).
2. Provide 4 answer options for each:
    1. One correct answer.
    2. Three plausible distractors (incorrect answers).
3. DO NOT mark the correct answer.

3.Situational Multiple-Choice Questions (MCQs):

1. Write 5 realistic scenarios based on the keywords.
2. For each scenario, ask a question that tests understanding of the keyword.
3. Provide 4 answer options:
    1. One correct answer.
    2. Three plausible distractors.
4. DO NOT mark the correct answer.

4.Short Answer Questions (Fill-in-the-Gap):

1. Create 2 sentences with a blank where students must write the correct keyword or phrase.
2. DO NOT indicate the correct answers in brackets.

5.Essay Question:

1. Write 1 question describing a communication or situational problem involving one or more keywords.
2. Include 3 sub-questions that require thoughtful analysis or application of the concepts.

Answer Key Page:

•Provide all correct answers on a separate page at the end of the document.

•The answer key should include answers for:

- True/False Questions
- Multiple Choice Questions (MCQs)
- Situational MCQs
- Short Answer Questions
- Essay Question answer in 200 words only

Output Requirements:

•Format: The quiz must be created in an exam-style layout and saved as a Word document.

•Answer Key Placement: The answer key must appear only at the end of the document.

Key Terms

Active listening

Automatic attention

Critical listening

Critical thinking

Empathic listening

First-person observation

Hearing

Information literacy

Lecture cues

Lecture listening

Listening

Listening for enjoyment

Long-term memory

Schemas

Second-person observation

Selective attention

Short-term memory

Social media listening

Source credibility

Working memory

