

*Fundamentals of Communication*  
Chapter 1-Introduction to Human Communication

**Important Class Resources**

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

[www.natcom.org](http://www.natcom.org)

**Communication**

- Process of Using Messages to Exchange Meaning.
  
- So, why do we study communication?

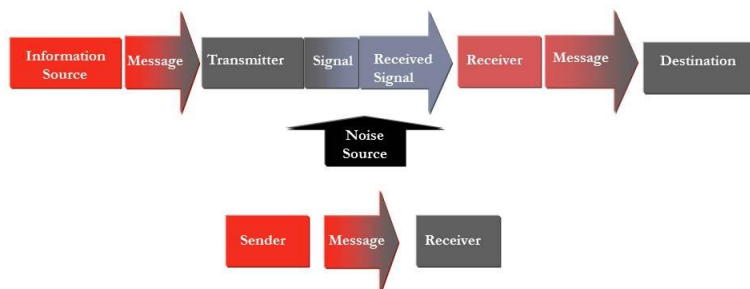
**Why Study Communication?**

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

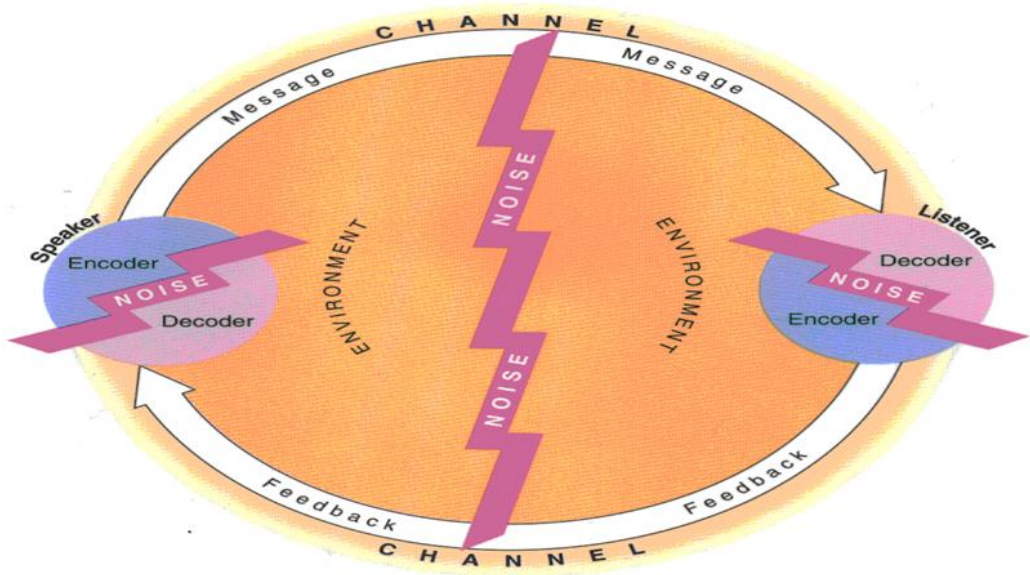
**Communication**

- Intrapersonal
- Interpersonal
- Public
- Mass
- Computer Mediated

**Linear Model of Communication**



Interactive Communication Model



*Fundamentals of Communication*  
Chapter 10- Topic Selection and Audience Analysis

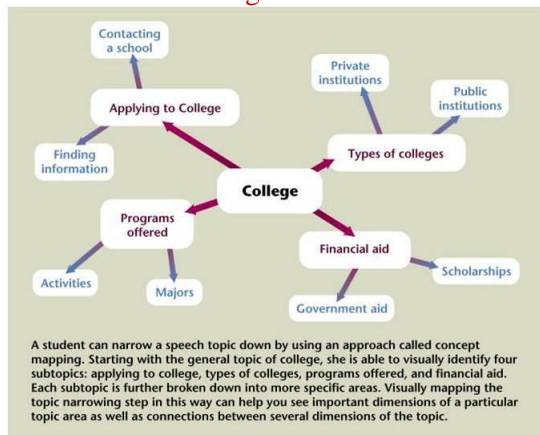
### Choosing a Topic

- Personal Inventory
- Brainstorming

### Narrowing a topic

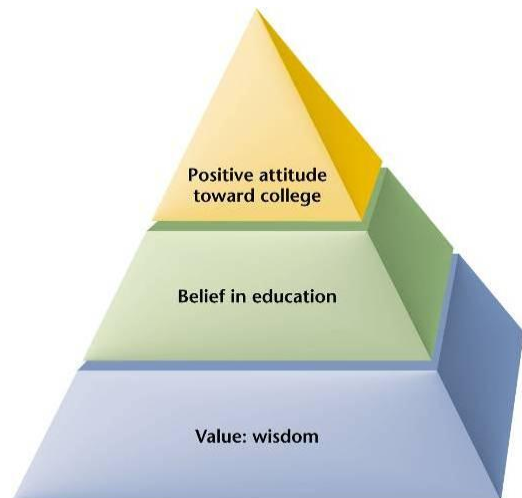
- What topics interests you & audience?
- What topics do you know about & your audience want to know?
- What topics are you committed to (passion and conviction)?
- What topics can you find research on?

### 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.

### 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

## 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

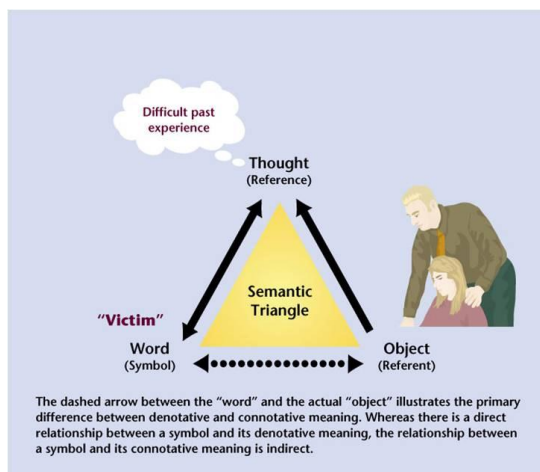
- Denotative Meaning
- Connotative Meaning

#### 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.



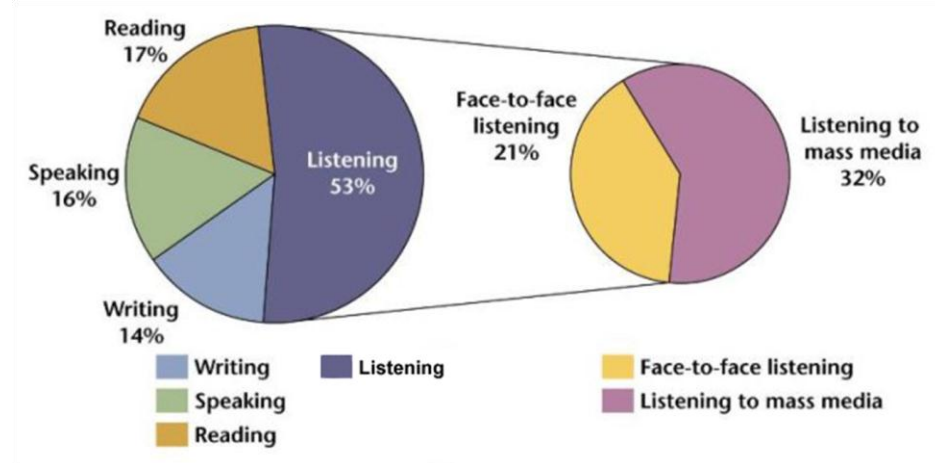


*Fundamentals of Communication*  
Chapter 3 – Listening and Critical Thinking

**Hearing**

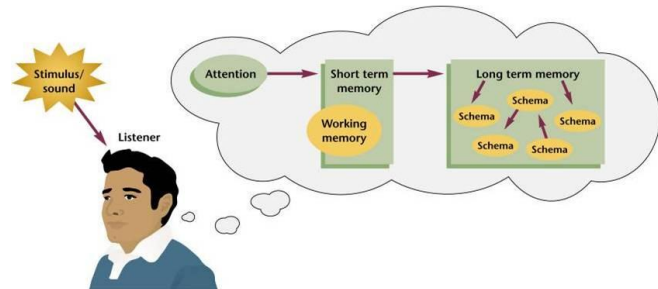
- A physiological activity that occurs when sound waves hit our eardrums

**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

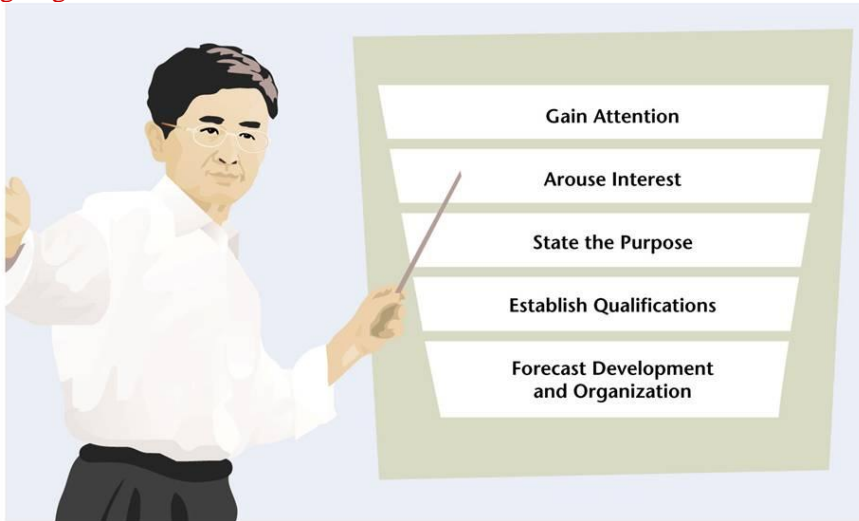
**Organization Patterns**

- 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

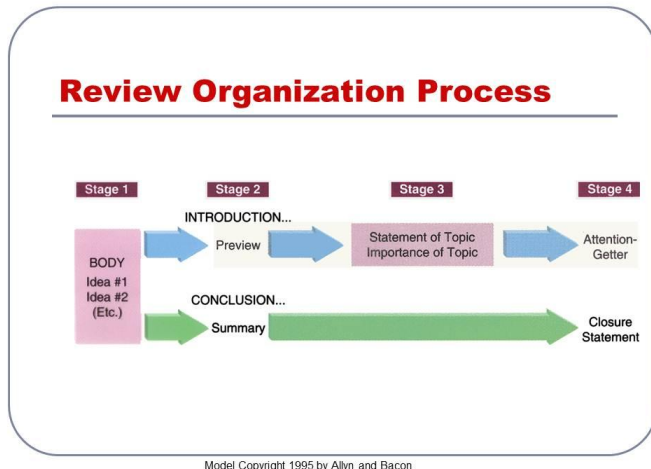
- Review the major ideas
- Listener's last chance to hear and remember the main points.
- Repetition reinforces the ideas
- Helps build to the logical conclusion

### 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*. 4<sup>th</sup> 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





*Fundamentals of Communication*  
Chapter 5- Non-verbal Communication

## Comparing Verbal and Nonverbal Communication

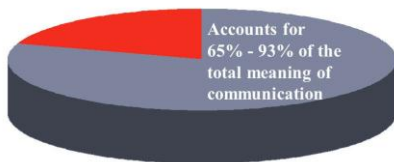
### Similarities

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
  - 1<sup>st</sup> 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 1<sup>st</sup> 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**

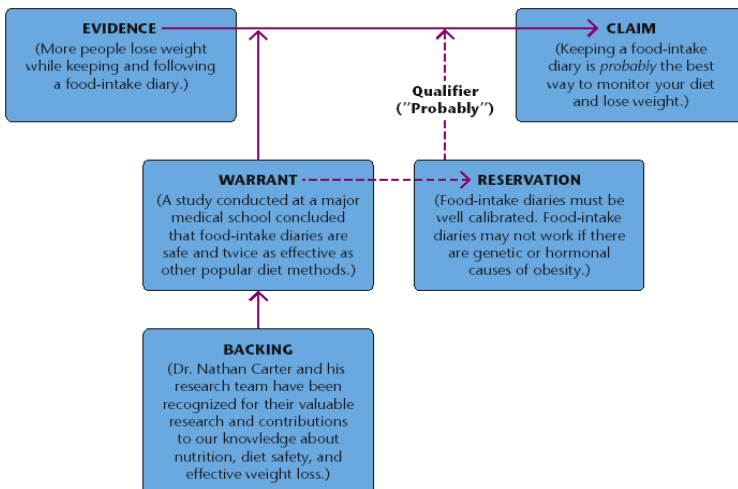
- Persuasion is more permanent if achieved incrementally
- We can change, but not overnight
- Small moves always better than asking for large changes

**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

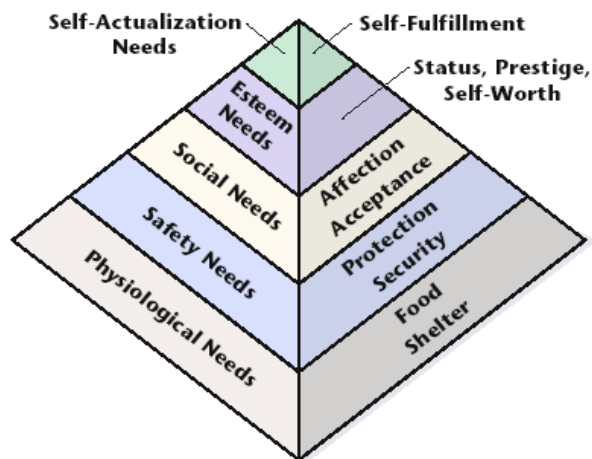
## Monroe's Motivated Sequence

- 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