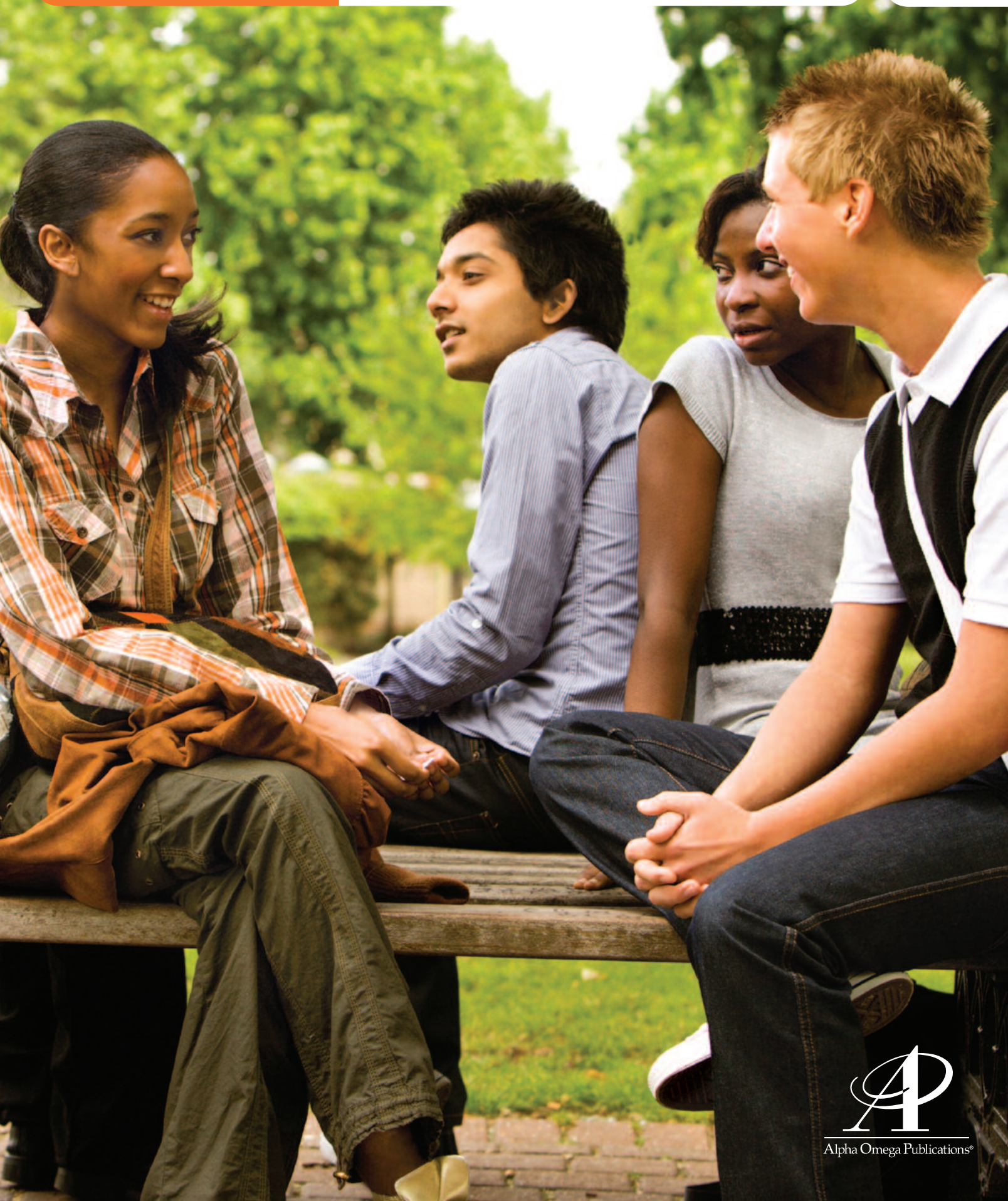




Essentials of Communication

Teacher's Guide



Alpha Omega Publications®

Teacher's Guide

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LIFEPAC Essentials of Communication

A Guide to Interacting Effectively in Today's World™

Author:

Julie Knapp

Production Manager:

Kira Stout

Editorial:

Managing Editors:

Clay Conner, Jessica Choi

Content Advisors:

Maynard C. Mostrom, Dave K. Powers

Contributing Writers:

Clay Conner, Mark Merold, Maynard C. Mostrom,

Kira Stout, Krista L. White

Copy Editors:

Sally M. Scott, Peggy Warwick

Editorial Assistants:

Fran McClung, Keith Shull

Art, Layout, and Design:

Art Director:

Greg Osborne

Layout and Design Team:

Kyle Bennett, Jennifer Davis, Craig Garrison, Mark Geyer,

Dawn Tessier

Illustration:

Robert Islas, Greg Osborne

Photography:

Greg Davis, Marco Fernandez, Greg Osborne

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Foreword

Essentials of Communication: A Guide to Interacting Effectively in Today's World is a five-unit elective for high school students, providing theoretical and practical knowledge and skills for truthful and effective communication. Students will learn about communication truths and theories, characteristics of language, interpersonal relationships, group dynamics, and public speaking.

This course contains information and activities that show students how to effectively express ideas and interact with others in the world around them. Studying the units and applying the communication principles in this course will help students discover ways in which their knowledge enables them to honor God, communicate truth, develop relationships, meet the needs of others, fulfill social obligations, exchange information, and reach personal goals.

This course also provides a special application of practical and effective communication skills to the business world, a destination towards which many career-minded students will be heading.

Essentials of Communication contains the following units.

Unit 1 — Communication Foundations

Unit 2 — Language Characteristics

Unit 3 — Interpersonal Relationships

Unit 4 — Understanding Groups

Unit 5 — Presenting and Interpreting Public Messages

Part 1: Introduction

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Introduction

LIFEPAC® *Essentials of Communication: A Guide to Interacting Effectively in Today's World™* is a five-unit elective course for high school students. The materials cover fundamentals of the communication process important for successful interaction in a variety of social and professional settings. Students can use the course to gain and apply knowledge about communication theories, characteristics of language and language use, interpersonal relationships, group dynamics, and public speaking in order to interact more effectively with others.

The course seeks to help students expand their knowledge and skills as communicators so that they may achieve the following goals:

- Know and understand aspects of communication theories and processes appropriate to both social and professional settings.
- Use interpersonal communication strategies appropriately in social and professional settings.
- Effectively communicate in social and professional group settings.
- Plan, prepare, deliver, and evaluate formal and informal personal and professional presentations.

In attaining these goals, students will be better equipped to use communication to hone other life skills, including exchanging information, fulfilling social obligations, developing relationships, and understanding and meeting the needs of others.

About This Guide

This Teacher's Guide contains four parts, each of which plays an important role in supporting you and helping your students get the most out of *Essentials of Communication*.

Part 1: Introduction (pp. 3-30)

The "Introduction" provides an overview of the course, a scope and sequence chart, suggestions for pacing, and guidance for implementing the course within the LIFEPAC curriculum framework of individualized, personalized, mastery learning.

Part 2: Lesson Notes (pp. 31-138)

The heart of the Teacher's Guide, "Lesson Notes" provides lesson commentary, teaching tips, and ideas for enrichment activities, all accessible in one easy-to-use section.

Part 3: Resources (pp. 139-196)

The "Resources" section contains reproducible activities, alternate unit tests, an optional final exam, and an optional alternate final exam, as well as a recommended reading list for further study.

Part 4: Answer Keys (pp. 197-250)

The "Answer Keys" portion of this Teacher's Guide provides quick-reference answer keys for all lesson, self test, unit test, and final exam problems.

Course Introduction

Course Design

Audience: *Essentials of Communication* is a challenging high school elective intended as one way for students to fulfill basic high school speech or communication course requirements. Enrichment projects are included as additional work for advanced students or as an alternative for those who learn better through discovery assignments. The course is adaptable for use in classroom, small group, and home school settings.

Orientation and Scope: Communication is a broad, multidisciplinary field of study. The focus of traditional speech and rhetoric courses has expanded to include studies exploring topics on the nature of and effective and ethical use of verbal, nonverbal, and cross-cultural communication, as well as mass media.

Essentials of Communication is thus intended as both an introduction to and a broad overview of communication studies with an emphasis upon practical application for the high school student soon to enter adult life and the work world. The course acquaints students with standard methodology and vocabulary from this social science field, developing discussion around several widely-recognized theories of human communication. An overarching biblical perspective on communication, applied through biblical connection projects at the end of each unit, helps students participate in communication as a God-and-other, not self-centered, activity.

Course activities and projects stress use of both individual and group communication skills in a variety of social and professional settings. The following unit overview captures the key topics explored:

- *Unit 1: Communication Foundations*—A foundational unit that explains the basic theories and practices of communication skills
- *Unit 2: Language Characteristics*—A study of how language is interpreted, both at a verbal and nonverbal level, and the role it plays in our communication with one another
- *Unit 3: Interpersonal Relationships*—A practical application of the theory of interpersonal communication, conflict resolution, and clarity in communication with others
- *Unit 4: Understanding Groups*—A discussion of group dynamics, how to build strong teams, how to be a good team member, and the triumphs and pitfalls of team interaction
- *Unit 5: Presenting and Interpreting Public Messages*—An organized approach to developing speeches and presentations, then dealing with the stress and the practical requirements of presenting the message in public

Each unit encourages the student to connect academic learning to real-life applications. For example, the student may write and present a speech on a current events issue or help to develop a team at school, in a club, or at church. The student may attend a local government, school board, or church planning meeting to watch formal meeting rules in action. Or the student may interview family members and have them evaluate him or her on communication skill effectiveness. Additionally, Biblical connection projects encourage students to make the best use of their communication skills as part of their role as Christians in society.

In addition to regular course activities, Units 2 through 5 also offer a Unit Project option, which takes the student through the communication process in order to tell a personal story. Using the skills taught in each unit, the projects collectively guide the student through stages—beginning with an interview of family and friends as preparation for writing and presenting a story, moving into the facilitation of a story discussion group, and providing the opportunity to support a story with appropriate visual aids. The final product is a family or personal story that the student can present publicly. This is in addition to speeches and presentations that the student produces in Unit 5.

Guidelines: *Essentials of Communication* is designed to meet **Texas Essential Knowledge and Skills (TEKS) Communication Applications** course requirements (<http://www.tea.state.tx.us/teks/>). Additionally, the course objectives have been correlated to academic standards published by the **National Communication Association**. The daily plan on pages 9-15 includes a correlation chart that matches lesson objectives to both TEKS and NCA achievement standards as part of the course scope and sequence.

Course Structure

Essentials of Communication is a five-unit course designed around a traditional 18-week semester. As part of the LIFEAC curriculum framework, each unit builds on the concepts taught in the previous unit to create a complete developmental sequence. Every unit in the student materials is a self-contained, separately bound work text that includes the following major parts:

1. **Unit Introduction**—surveys concepts to be covered and lists the unit goals
2. **Unit Sections**—contain a series of lessons, a section review, and a self test; the self test helps students focus on section objectives and provides a way for the teacher to evaluate whether concepts have been mastered sufficiently to allow the student to move on to new concepts or the cumulative unit test; each unit contains 3-4 sections
3. **Biblical Connection Projects**—follow the last self test in a unit to provide a biblical perspective upon and application of communication concepts learned in the unit
4. **Unit Test**—assesses mastery of all lesson/unit objectives (recommended minimum score for mastery is 80%); the test, located in the centerfold of the LIFEAC *Essentials of Communication* unit, should be removed and put aside before students are given the workbook for study; alternate tests are included in the “Resources” section at the back of this Teacher’s Guide
5. **Glossary**—provides a list of all vocabulary terms covered in the unit

The lessons in each unit section are structured around a balance of reading, review, and practical application. All lessons follow this plan:

1. **Lesson Objectives**—connect to previously taught concepts and establish a lesson purpose that targets the unit goals
2. **Vocabulary List**—introduces new technical vocabulary words and definitions used in the upcoming lesson discussion; terms appearing for the first time are emphasized in italics and bold font in the lesson text

Course Introduction

3. **Lesson Presentation**—consists of instructional text and illustrations covering the principles and skills of communication necessary for students to meet the objectives of the lesson
4. **Problems**—include multiple choice, fill-in-the-blank, short answer, essay response, and other problem types to help students review and reflect upon the lesson presentation; each problem has a number (1.1, 1.2, etc.) for easy identification; the number to the left of the decimal corresponds to the LIFEPAAC section while the number to the right is the problem or activity number; the numbering system also aids in cross-referencing to the answer keys. **Note:** the answer keys in Part 4 of this manual include point values for lesson problems, should you wish to give credit to students for completed lesson work
5. **Skill-Building Activities**—follow lessons and provide frequent opportunities for students to apply what they are learning

Each lesson, including reading and exercises, is designed to be completed by the average student in approximately 50 minutes. Reading times were set according to an average reader plus 20 percent to accommodate slower readers. Optional activities are provided for accelerated learning or classrooms where homework may be assigned.

Daily Plan

Scope and Sequence: The course structure described above is implemented in a semester program, outlined in the daily plan, shown on the following pages. Note that the plan includes a scope and sequence showing unit and section titles, lesson objectives, and correlation coding that cross-references objectives to educational achievement standards. The charts also include information about the Biblical Connection Projects in each unit.

A thorough study of the scope and sequence before you begin instruction is essential to the success of the student. Becoming familiar with unit goals and lesson objectives up front will help you evaluate the degree to which your students attain mastery as they move through the program.

Scheduling: *Essentials of Communication* was designed to fit within an 18-week semester but is flexible enough to adapt to almost any schedule. A daily plan is included in this Teacher's Guide should you wish to implement or adapt the suggested 90-day schedule. Plenty of materials are available from which to develop a variety of programs for home school, for the conventional classroom, or even for after-school supplementary use.

Average lesson length requires 50 minutes of work time. Certain projects may require additional time for completion. Optional activities are available in Part 3 of this Teacher's Guide, should you wish to expand the program.

Unit One Daily Plan

Day	Unit	Section	Lesson	Activities	Objectives	TEKS*	Standards NCA**
1	1	I	Introduction to Communication		Define communication, its parts, process, and functions. Describe the Transactional Model process.	1A, 1B	1-1; 3-1; 4-1; 4-15; 7-2
2	1	I	Types of Communication	Problems; Skill-Building Activity	List and define the types of communication. Describe the relationships between mass media and its audiences.	1A, 1B	1-1; 3-1; 4-1; 4-15
3	1	I	The Importance of Communication	Problems; Optional Skill-Building Activity	Defend the importance of effective communication skills.	1A, 1B	1-1; 3-1; 4-1; 4-15
4	1	I	Becoming a Competent Communicator	Problems; Skill-Building Activity	List and describe four key points that are used by competent communicators.	1B, 1C	1-1; 1-2; 2-6; 2-11
5	1	I	Becoming a Competent Communicator	Optional Skill-Building Activity	Compile appropriate communication strategies.		
6	1	I	Review for Self Test	Self Test 1			
7	1	II	Introduction to Perception	Problems; Optional Skill-Building Activity	Define perception and compare its three stages.	1I	3-5; 4-4; 4-5
8	1	II	Influences on Perception	Problems; Optional Skill-Building Activity	Identify five psychological processes of perception. Identify and analyze the use of stereotypes.	1I	3-5; 4-4; 4-5; 8-24
9	1	II	Perception and Communication Competence	Problems; Skill-Building Activity	Demonstrate the use(s) of steps of perception for communication competence.	1I	3-5; 4-4; 4-5
10	1	II	Review for Self Test	Self Test 2			
11	1	III	Self and Communication	Problems; Optional Skill-Building Activity	Describe influences that affect your confidence.		3-3
12	1	III	Self-Concept and Competent Communication	Problems; Optional Skill-Building Activity	Compile appropriate communication strategies. Label the quadrants of the Johari Window model and describe how, when one quadrant is larger than the others, it affects communication.	1J	3-3; 2-6
13	1	III	Self-Disclosure	Problems; Optional Skill-Building Activity	Discuss appropriate uses of self-disclosure.	1J	3-4; 3-6
14	1	III	Review for Self Test	Self Test 3			
15	1		Your Words Are Important	Biblical Connection Projects 1 and 2			
16	1			Unit 1 Test			

* see <http://www.tea.state.tx.us/teks/> for the full text of the TEKS Standards

** see pp. 17-23 of this Teacher's Guide for the full text of the NCA Standards

National Communication Association Standards for Speaking, Listening, and Media Literacy in K-12 Education

1-1 to 3-18

Standard 1

Competent communicators demonstrate knowledge and understanding of the relationships among the components of the communication process.

Competent communicators...

- 1-1 identify and describe the components of the communication process (speaker, listener, message, medium, feedback, and noise).
- 1-2 explain how the components of a communication model affect the communication process.
- 1-3 identify the relationship between nonverbal and verbal communication.
- 1-4 identify sources of interferences.
- 1-5 identify situational and social factors that influence communication.
- 1-6 explain how communication is a shared process between speaker and listener.
- 1-7 explain the role of feedback.
- 1-8 explain the difference between the oral and written communication process.
- 1-9 identify different purposes for communicating.
- 1-10 distinguish between different purposes for communicating.
- 1-11 use vocal qualities (pitch, rate, tone, volume, etc.), words, and nonverbal cues to create and interpret meaning.
- 1-12 appreciate the dynamic and complex nature of the communication process.

Standard 2

Competent communicators demonstrate knowledge and understanding of the influence of the individual, relationship, and situation on communication.

Competent communicators...

- 2-1 describe their shifting roles in a variety of communication interactions.
- 2-2 describe the influence of the individual on communication.
- 2-3 describe the influence of relationships on communication.
- 2-4 describe the influence of context on communication.
- 2-5 analyze factors that influence communication choices.
- 2-6 select strategies appropriate to a communication situation.
- 2-7 use their experiences and knowledge to interpret messages.
- 2-8 use contextual factors to modify communication.

- 2-9 demonstrate ability to construct different messages that communicate the “same” meaning to different people.
- 2-10 monitor the communication behavior of self and others.
- 2-11 apply appropriate and effective communication strategies appropriate for the situation.
- 2-12 adapt communication behavior to changing situations.
- 2-13 use appropriate and effective communication strategies for a given context.
- 2-14 respect the diversity of communication strategies used by individuals.
- 2-15 accept responsibility to change communication strategies when communication is not appropriate or effective.

Standard 3

Competent communicators demonstrate knowledge and understanding of the role of communication in the development and maintenance of personal relationships.

Competent communicators...

- 3-1 describe the role of communication in relationships.
- 3-2 describe the factors influencing social interactions.
- 3-3 describe the role of self-concept in relationships.
- 3-4 describe the role of self-disclosure in relationships.
- 3-5 recognize the importance of diverse individual perceptions in interpersonal relationships.
- 3-6 describe the role of trust in relationships.
- 3-7 describe the role of conflict in relationships.
- 3-8 describe the role of constructive criticism in interpersonal relationships.
- 3-9 use social conventions to maintain a conversation.
- 3-10 use language that contributes to positive relationships.
- 3-11 use communication strategies that avoid creating defensiveness.
- 3-12 use communication to enhance relationships.
- 3-13 use conflict management strategies in relationships.
- 3-14 offer constructive criticism.
- 3-15 respond to constructive criticism as a positive aspect of interpersonal communication.
- 3-16 appreciate the importance of communication in the development and maintenance of relationships.
- 3-17 show willingness to learn the social customs of other groups.
- 3-18 appreciate the possible positive impact of conflict on relationships.

Course Introduction

Role of the Teacher

The structure of the student materials allows for a great deal of flexibility with regard to how the teacher wishes to teach *Essentials of Communication*. The program is adaptable to both conventional and individualized instruction, allowing it to fit within both school and home school settings. For example, while home-schooled students will likely read the text during class time, traditional classroom students may be assigned the reading as homework or read the text in class. In some cases, discussion questions have been provided for class-time use if the instructor chooses to assign the reading outside of class.

The Individualized Classroom: In keeping with the LIFEPAC individualized, mastery-based instructional system, *Essentials of Communication* units are published as separate workbooks containing sufficient text instruction and activities to facilitate the progress of disciplined, motivated students who work independently through the material. Students are assumed to be at an average reading skill level.

The principal goal of a program so structured is to help teachers focus on their role as facilitator or guide for the teaching and learning process and to help them focus their efforts on creating a personalized learning experience for their students. The teacher can use the instructional content as a flexible learning base on which to develop, direct, and individualize the classroom-learning environment.

In this system, since the materials deliver the bulk of lesson instruction, the teacher has more time to address the individual learning needs of each student. The following are the major areas in which the teacher of an individualized classroom seeks to be involved:

1. **General Course Orientation**—Responsibilities would include establishing the importance of communication as an academic subject, helping students understand course goals, setting schedules, etc.
2. **Materials and Classroom Setup (Including Technology)**—While most of a student’s work in *Essentials of Communication* can be completed from within the student text, additional resources, such as a Bible, a dictionary, and a computer with Internet access are tools that can further enrich the learning environment. Both seating and lighting should accommodate the environment that concentrated reading and reflecting require.
3. **Teacher Checkpoints**—In an individualized program of instruction, “individualized” does not equal “isolated.” *Essentials of Communication* provides solid instruction and plenty of opportunities for review, but it takes an active, involved, knowledgeable teacher to guide the learning process and to engage, inspire, and motivate a student for success.

Performance appraisal is a teacher role central to the program. To that end, *Essentials of Communication* features “Teacher check” areas intended to help the teacher regularly evaluate student progress. Lessons contain teacher checks, which follow after problems and/or skill-building activities. Teacher checks are found at the end of the self tests and at the beginning of unit tests as well. All teacher checks provide logical intervention points for the teacher to assess 1) quality of understanding (tested with a short oral quiz and/or discussion), 2) thoroughness and accuracy of answers (answer keys are provided), 3) neatness and thoroughness of work, and 4) successful completion of projects and other activities (offering guidance as necessary). Teacher checks provide space for teacher initials, date, and when relevant, score (self tests and tests only).

- 4. Timely Evaluation of All Required Activities/Projects**—Because *Essentials of Communication* is a skills-based course designed in a developmental sequence, careful, thoughtful evaluation of completed student activities/projects becomes a critical responsibility of the teacher. The level of performance on these assignments is an important factor in determining whether a student has mastered the skills necessary to move to increasingly challenging assignments.
- 5. Test Evaluation**—Evaluation of self tests and unit tests is another critical part of assessing the level of student mastery.

The Conventional Classroom: In addition to attending to the five responsibilities described above, teachers can use the resources and ideas in the Teacher’s Guide to prepare lesson plans for whole group instruction. The daily plan included in this guide is helpful to that end.

The Home School Classroom: The product features and flexibility and the responsibilities and strategies enumerated above for the individualized classroom are well suited for the home school setting as well. Both the home school student and teacher can greatly benefit from *Essentials of Communication* even if the teacher has no formal experience in teaching communication as a discipline.

Assessment

LIFEPAC *Essentials of Communication* is a mastery-learning program. Lessons for each of the five units contain instruction and activities designed to target unit learning-goals and prepare the student for a cumulative unit mastery test that should be passed at 80% proficiency.

Knowing the appropriateness, or correctness, of performance on learning activities is essential to the effectiveness of the LIFEPAC learning sequence. Given enough feedback and guidance, students will have the information they need to “correct” their learning “path” as they work toward specific learning “targets” (goals). These feedback loops provide ongoing evaluations of learning and come from two sources: student and teacher evaluations. In the LIFEPAC study, students evaluate their work at two major checkpoints in the learning sequence: (1) after completing a set of problems/activities and (2) after completing a self test.

Lesson Activities/Projects: In *Essentials of Communication*, most students will be able to evaluate their own performance on question-answer activities using answer keys and in discussing responses with both you and/or their peers; however, certain activities and projects in *Essentials of Communication* (such as the public presentation in Unit 5) require formal evaluation by an instructor.

Each set of activities should be corrected before students begin the next section of text. This frequent evaluation of learning is critical to initial success in LIFEPAC study. Frequent checks point out content areas that have not been mastered and direct students to appropriate review before they continue on in the course.

Self Tests: Self tests also serve as assessments of learning progress. Each self test targets the learning objectives covered in the lessons within a unit section. As with lesson activities, self tests can function as self-assessment instruments for students to use in preparing for the unit test; self tests also work well as teacher-checked quizzes.

Course Introduction

The intent of checkpoints and self tests is to ensure learning progress by providing frequent opportunities for the teacher and students to interact and to evaluate performance. If the unit and lesson objectives were not being mastered, adjustments in the learning experiences would then be the most appropriate action to take (extra time on assignments, additional instruction and review, additional learning activities, etc.).

Used in this way, the activities and self tests serve as a means for students to work toward greater quality in learning and ultimate success in *Essentials of Communication*. Simply completing then grading these activities without appropriate follow-up review and correction reduces the instructional value of self tests. Corrective study measures should always be instituted when activities are not completed correctly.

Unit Tests: The learning sequence within the unit—instruction, problems, activities, self tests—is designed to help students master the unit objectives in *Essentials of Communication*. Unit tests act as a criterion measure of students' levels of performance in relation to objectives covering the following areas:

1. Formal knowledge of vocabulary
2. Knowledge of communication facts, strategies, and processes

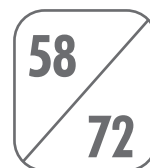
For the areas listed above, mastery level is reached if students complete the test at a set performance criterion (80 percent accuracy is recommended). In the LIFEPAAC mastery learning system, if students do not demonstrate such a level of performance, the teacher conducts a diagnostic analysis of the test results. Since test items are directly related to objectives, the teacher can prescribe a program of review and reinforcement focusing in on objectives that were not fully mastered. Repeating the study, partial review, focus teaching, and additional learning experiences all may serve as part of the prescriptive restudy plan. Alternate tests, available in Part 3 of this Teacher's Guide, can also be used to recheck mastery.

Mastery learning instruction requires students to show mastery of one level of learning before proceeding to the next level (the next section of a unit or the next LIFEPAAC [unit] in the sequence). If consistently followed, mastery-learning principles not only aid the establishment of quality in learning but also help to ensure that each student will continually encounter positive, success-oriented learning experiences.

Assignment Scoring and Grading—For answers requiring written responses, answer keys and test keys give examples of correct answers, conveying the idea but not necessarily exact wording, unless specifically called for. Each answer should be scored based on whether or not the main idea written by the student matches the model example.

Most self tests and LIFEPAAC tests in *Essentials of Communication* are scored at one to five points per answer; further, the total number of test points will vary per test, not always equaling 100 points. They may be 78, 85, 100, 105, etc.

A score box similar to the one at the right is located at the end of each self test and on the front of each LIFEPAAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will



need in order to receive an 80% or passing grade (the recommended criterion for mastery). If you wish to establish the exact percentage that a student has achieved, find the total points of his or her correct answers and divide it by the bottom number (in this case, 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate alternate test found in Part 3 of the Teacher's Guide.

The following is a guideline to assign letter grades for completed units in *Essentials of Communication* based on a maximum total score of 100 points.

LIFEPAC Test	=	25% of the total score (average percent of unit tests)
Self Test	=	25% of the total score (average percent of self tests)
Lessons/Activities/Projects	=	50% of the total score based on 100% completion (10% per unit)

Example:

$$\text{Lesson Completion} = 100\% \quad 100 \times .50 = 50 \text{ points}$$

$$\text{Self Test Average} = 90\% \quad 90 \times .25 = 23 \text{ points}$$

$$\text{LIFEPAC Test Score} = 95\% \quad 95 \times .25 = 24 \text{ points}$$

$$\text{TOTAL POINTS} = 97 \text{ points}$$

$$\text{Grade Scale based on point system: } 100 - 94 = \mathbf{A}$$

$$93 - 86 = \mathbf{B}$$

$$85 - 77 = \mathbf{C}$$

$$76 - 70 = \mathbf{D}$$

$$\text{Below 70} = \mathbf{F}$$

Teacher Hints and Studying Techniques

The problems and activities in LIFEPAC *Essentials of Communication* are written to check students' levels of understanding of the preceding text. Students may look back to the text as necessary to complete these problems and activities; however, students should never attempt to do these without first reading (studying) the text. Also, self tests and LIFEPAC tests are never open book tests.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC curriculum in all subjects. This strategy builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. And obviously, if multiple lines are given for a response, single words or phrases do not meet the intent of the activity.

Additionally, review is essential to student success. The time invested in review will save you time in correcting errors later.

Course Introduction

Self tests, unlike section problems and activities, are closed book. Because of this, teachers may more easily identify student weaknesses before these weaknesses become too great for students to overcome in their unit tests. Effective preparation for each unit test must include review of all lessons, sections, and self tests for that unit.

The following procedure checklist (adapted specially for *Essentials of Communication*) has been found to be successful in developing good study habits in the LIFEPAC curriculum. The procedures in the checklist describe how a student might complete work in a unit and are presented in the order in which students should complete them.

- Read the Table of Contents and unit introduction.
- Read the objectives for the unit.
- Recite and study the entire vocabulary (glossary) list at the back of the unit.
- Each unit is divided into three or four sections, each containing two or more lessons. For each section:
 - Read the section introduction and study the objectives in each lesson.
 - Complete each lesson in a section:
 - Read the entire lesson.
 - Reread or review the lesson as needed; then complete the problems and/or activities; have the teacher check work where appropriate.
 - Return to the beginning of the lesson and memorize each vocabulary word and definition.
 - Complete each lesson in a section, using the steps above until the section is complete.
 - Read the section self test but do not answer the questions.
 - Go to the beginning of the section and reread (and/or review) the text and answers for all lessons in that section.
 - Answer the questions to the self test without looking back at the section material.
 - Have the self test checked by the teacher.
 - Correct the self test and have the teacher check the corrections.
 - Repeat the steps above for each section.
- Use the SQ3R* method to prepare for the LIFEPAC test.
- Take the LIFEPAC test as a closed-book test.
- LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the **SQ3R*** study method; they should also take the alternate test that can be reproduced/photocopied from the back of the Teacher's Guide. The final test grade may be the grade on the alternate test or an average of the grades from the original LIFEPAC test and the alternate test.

*The SQ3R study method is as follows:

- S:** Scan the whole LIFEPAC unit.
- Q:** Question oneself on the objectives.
- 3R:** Read the whole LIFEPAC again.
 - R:** Recite through an oral examination.
 - R:** Review weak areas.

Why is Communication Essential?

Course Introduction

Welcome to *Essentials of Communication*. The development and proper use of communication skills is one of the most important goals we should try to achieve in life. As beings that are created in the image of God, we have a God-given ability to communicate through spoken, written, and nonverbal means; however, because of the entrance of sin into the world through Adam, we often witness a distortion of the communication process that God originally provided. We have, as a result of the Fall, seen the breaking down of human relationships and communication.

In response to this situation, God has chosen to communicate to the world through His Son, Jesus Christ; the Bible; and His Creation. His communication to the world has been “essential” to restoring relationships and the communication process that people need.

Because of God’s communication with us, Christians have been provided with the spiritual resources they need in order to properly develop effective communication skills. Following the pattern of the “Master Communicator,” we have the responsibility and privilege to communicate the truths of God’s Word and His Creation to others throughout the world. As a part of this task, we must learn to make an accurate and efficient use of communication tools and procedures that are commonly found in society whether at home, school, or in the business world.

Biblical Truths

- **God is the beginning of communication.**

Genesis 1:26-28	1 Corinthians 2:9-16
John 1:1-4	Ephesians 1:3-10
John 17:1-26	

- **God created people with the ability to think, talk, and communicate truth.**

Genesis 1:26-31	Deuteronomy 6:1-9
Genesis 2:7-25	Romans 1:18-32
Exodus 20:1-17	

- **Satan and sin damage communication and relationships throughout history.**

Genesis 3:1-24	2 Corinthians 4:1-4
Genesis 11:1-9	Revelation 20:7-15
Romans 5:12	

- **Language has a personal expression in God’s Son, Jesus Christ.**

Matthew 5:21-48	Hebrews 1:1-8
John 1:1-14	Revelation 19:11-16
John 5:17-31	

- **Language has a historical role to communicate God’s truth about creation.**

Genesis 1:1-31	Romans 1:18-32
Psalms 19:1-6	Revelation 21:1-27
Matthew 13:1-23	

- **Language has a redemptive mission to communicate the Bible and restore relationships.**

Psalms 19:7-14	1 Corinthians 1:18-25
Ecclesiastes 11:8-14	2 Timothy 3:14-17
Romans 10:1-21	

- **God’s revelation enables us to communicate effectively with others.**

1 Samuel 3:1-21	1 Peter 2:9-20
Matthew 28:11-20	1 John 4:1-6
Acts 2:1-39	

- **God’s people have the opportunity to use language to express God’s truths.**

Joshua 1:1-9	Acts 7:1-53
Proverbs 1:1-9	Titus 1:1-9
Acts 3:12-26	

- **God’s Word and Spirit enable us to make proper use of communication tools.**

Isaiah 61:1-3	1 Corinthians 12:1-13
John 14:15-31	1 Thessalonians 1:1-7
Acts 1:1-8	

Part 2: Lesson Notes

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Teacher and Student Orientation

The “Why is Communication Essential?” Worksheet

Before you and your students begin the first unit, you have the opportunity to prepare yourselves for *Essentials of Communication* by reading and considering the “Why is Communication Essential?” course introduction at the front of the student workbooks. This introduction explains the importance of the subject of communication and how it is taught in the course.

You may also use the “Why is Communication Essential?” worksheet to further explore the ideas presented in the introduction. This worksheet, available to you in Part I of the teacher’s guide and to students in Part 3 of the teacher’s guide, provides biblical truths to develop and explain the greater biblical context within which the content of the course should be studied.

About the Worksheet

The worksheet consists of two pages, each of which is divided into two columns. The first column, entitled “Course Introduction,” provides the six paragraphs of text as found at the beginning of each student workbook. The second column, entitled “Biblical Truths,” provides statements of biblical truth that correspond directly to each of the paragraphs from the course introduction. Each paragraph is connected to three biblical truths, each truth accompanied by five Bible passages that support and illustrate their meaning.

This worksheet was designed to give both you and your students a clear biblical overview of the topic of communication through the content of the course introduction. It provides a biblical orientation to the topic of communication and a tool for studying the course introduction paragraph by paragraph. The results of this study should better prepare you and your students for the course and bring biblical content directly into the broader context within which the five units of this course are developed.

How to Use the Worksheet

There are two recommended uses for this worksheet. First, you and your students can proceed through the worksheet from start to finish before beginning the first unit of the course. While time may not allow students to locate and read all five passages associated with a particular truth, they may choose one or more passages and make notes on their biblical observations.

Second, you and your students may proceed through the worksheet before beginning the first unit, looking up one passage for each truth. Students can refer back to the worksheet before beginning work in each subsequent unit, then looking up the next passage of Scripture. Because the worksheet offers five references for each biblical truth, students can look up and study all five passages supporting a particular truth as they proceed through the five units for this course. Thus, by the time they begin the last unit, they will have studied all the passages on the “Why is Communication Essential?” worksheet.

Whichever recommended use you and your students follow, this worksheet can assist in preparing for study in *Essentials of Communication*.

Unit I: Communication Foundations

Unit Introduction

In this unit, students will be introduced to foundational elements of communication. They will start by learning a formal definition of communication and progress into the exploration of communication types and functions. Then, they will learn some practical techniques that will help them develop the competence and confidence they will need to express God's truths and their thoughts in an effective and easy-to-understand manner. Students will also discover how perception influences their communication decisions. Finally, they will be asked to examine the way they communicate as it relates to how they understand themselves.

Each section of this unit will provide a more detailed explanation of the various parts of the communication process. After carefully examining their personal communication style, they will apply useful methods that can help them make adjustments to enhance their ability to share information. By starting with a general discussion of communication and then moving step-by-step toward self-examination, they will see the personal application of communication techniques that are important in the achievement of spiritual, personal, social, academic, and professional goals.

I. Discovering the Foundations of Effective Communication

Since communication affects every aspect of life, students will want to get a firm grasp of the foundational knowledge needed to become an effective communicator. Section I presents an opportunity to learn fundamental communication truths, vocabulary, factors, and theories that can serve students well throughout their lives. The lessons for this section are as follows:

Introduction to Communication. This lesson introduces students to the “Transactional Model” of communication. As they study this model, they will observe the components of the communication process and their functions. Among many things, this model demonstrates that communication is fast-paced, interactive, and sensitive to context and culture. At the completion of this lesson, students should be better prepared to:

- Define communication, its parts, process, and functions.
- Describe the Transactional Model process.

Types of Communication. As students examine communication scenarios that are typically encountered in everyday life, they will be introduced to five types of communication: “intrapersonal,” “interpersonal,” “small group,” “public,” and “mass” communication. They will also discover how spiritual, physical, social, practical, and personal needs affect communication. At the completion of this lesson, students should be better prepared to:

Unit 1 Lesson Notes

- List and define the types of communication.
- Describe the relationships between mass media and its audiences.

The Importance of Communication. Students will learn that communication demonstrates its importance in four areas of their lives: identity, relationships, health, and work. They'll observe that the use and development of effective communication in these areas can provide numerous benefits and the achievement of goals. At the completion of this lesson, students should be better prepared to:

- Defend the importance of effective communication skills.

Becoming a Competent Communicator. In this lesson, students will learn to improve their communication by recognizing options and evaluating these options to determine whether or not they are right and appropriate for a particular situation. At the completion of this lesson, students should be better prepared to:

- List and describe four key points that are used by competent communicators.

Becoming competent in communication involves both spiritual and physiological components. Having learned, in this section, about the mechanical features of the communication process, students should be able to use this information to assist and supplement a Christian approach to true and effective communication. Understanding the communication types, tools, purposes, and processes covered in this section can help you fulfill your God-given responsibilities in the give and take of daily interaction.



Introduction to Communication

Student Assignment:

Students should look at the lesson objectives, study the vocabulary words, and then read the lesson.

Lesson Objectives:

- Define communication, its parts, process, and functions.
- Describe the Transactional Model process.

New Vocabulary:

communication – a systemic process in which people send and receive messages through symbols to discover and interpret meanings

context – circumstances important to the situation

decoding – the process of transforming and interpreting another's message back into the receiver's own meaning

encoding – thinking process of transforming ideas and emotions into symbols and organizing them into a message

feedback – verbal or nonverbal responses to a message

field of experience – an individual's life history that affects his or her communication approach

interact – to act upon each other

message – organized communication element that includes meanings and symbols, encoding and decoding

noise – interference with or a distraction from the communication process. It can occur externally (outside the receiver), internally (thoughts of receiver), or semantically (unintended meanings brought on by symbols in the message)

participants – the people involved in the communication; senders and receivers

systemic – pertaining to a system or systems; pertaining to or affecting the entire body

Transactional Model – a theory describing the relationship among elements of communication

Recommended Sequence:

Review the lesson objectives and vocabulary words with your students. Explain that this session simply involves reading the course materials and discussing them. Give students 40 minutes to read the materials and then, as a class, discuss not only what students have read but also what their expectations of the course seem to be.

Optional Idea:

As an option, do the following activity as a class:

Let's say two students are debating the issue of whether it is better to give rated grades—such as A, B, C, D, F—or simply pass-fail grades. One student believes in traditional rated grades, arguing that this grading system better motivates students by allowing them to gauge how they are learning in comparison with other students. A second student argues that pass-fail grades free students so they may really learn a subject rather than respond to a grade.

1. If possible, have two students debate this issue, with either student responding to arguments the other student makes at any point in the debate. Afterward, ask students, “Did they listen to one another? Do you think they could have come to an agreement?”
2. Next, have the student who wanted pass-fail grades begin to discuss his or her side of the issue while the other student listens, reflects on what is being said, and tries to understand the first student's concerns. Then have the students switch; the second student will present his or her position on traditional rated grades while the first student seeks to understand the concerns of the opposing side by listening to and reflecting on what is said. Afterward, ask students “How much understanding seemed to occur this time?”
3. Have students think about what they observed in this optional activity. Ask them, “Which method would work better for compromise?” “Which method would work better to persuade listeners?” Then ask the two participants: “Which method did you enjoy most and why?” “Which method do you think was most productive and why?”
4. See if your students can map out the different uses of the Transactional Model, as demonstrated through the optional activity. Ask them, “Which scenario seemed to produce a more organized use of the model?” “Did the organized use contribute to or deter from effectiveness?”



Unit 1 Lesson Notes

Types of Communication

Student Assignment:

Students should look at the lesson objective and study the vocabulary words before they begin the lesson. After they read the lesson, they should complete the problems and skill-building activity that follow.

Lesson Objectives:

- List and define the types of communication.
- Describe the relationships between mass media and its audiences.

New Vocabulary:

interpersonal – interacting with one other person or in a small group

intrapersonal – communication with oneself

perception – the process of using our beliefs, thoughts, and observations to gather information about surroundings and people

public communication – a process by which one person or a group presents a message to another group in a formal manner

small group communication – small groups consist of two or more people interacting with each other to solve problems, share ideas and experiences, relate, and exert influence

Recommended Sequence:

Explain the lesson objective and tell students to pay close attention to the types of communication listed. Give students 25 minutes to read the text and 10 minutes to complete “1.13 Skill-Building Activity: Communication Log.” You may choose to review the five types of communication—intrapersonal, interpersonal, small-group, public, and mass communication—with students before they begin the activity. Explain to students that doing the activity means they should summarize (on paper) the communication they have with someone every time communication occurs. Later, they should categorize the activity according to the type of communication and its purposes.

Be prepared to have students discuss the results of the logs at the beginning of the next class. At that time, students will discuss the following questions:

- What types of communication are in your communication log?
- Did the variety of activities surprise you?
- Did you find that you were more involved in one type of communication than others?
- Which one(s) were you most involved in, and why do you think it happened that way?
- If you have time at the end of today’s lesson, you may want to go through the answers to the problems after students have completed the problems.



The Importance of Communication

Student Assignment:

Students should discuss the communication log activity at the beginning of class. After they finish their discussions, they should look at the lesson objective, read the lesson, and complete the problems that follow.

Lesson Objective:

- Defend the importance of effective communication skills.

Recommended Sequence:

Before you begin the day's lesson, have students think about the communication log activity they completed. As a class, discuss the following questions for approximately 20 minutes:

- What types of communication are in your communication log?
- Did the variety of activities surprise you?
- Did you find that you were more involved in one type of communication than others?
- Which one(s) were you most involved in, and why do you think it happened that way?

After the discussion, give students 15 minutes to read the day's lesson and then have them complete the problems. The problems should not take more than 5 minutes to complete. After students complete the problems, discuss the answers as a class for the next 10 minutes.

Optional Idea:

Assign the following skill-building activity as homework or as an enrichment activity:

Optional Skill-Building Activity: Reflection

- Write a 1-2 paragraph essay describing an interpersonal communication interaction from your own experience that was not effective in that the goals or outcomes desired were not reached. According to what you just read, what went wrong? What skills were missing that could have improved the results of the communication?
- After you have completed the above exercise, write 1–2 paragraph(s) about an interpersonal communication interaction from your own experience that resulted positively, reaching the outcomes that both participants desired, and describe the interaction. According to what you just read, what skills assisted in positive results in the communication?
- Finally, write 1-2 paragraphs about a use of communication that assisted you in one of four areas: identity, relationships, health, or work.

Unit 1 Lesson Notes

You may discuss the results of this optional activity in class the next day, but let students know ahead of time if you will be asking for details of the communication they write about. If so, this may affect what they write in that they may not feel comfortable sharing about certain communication experiences aloud.

Student answers will vary. Make sure students write 1-2 paragraphs (with each paragraph a minimum of 3 sentences) for numbers 1, 2, and 3. You may, if you choose, assign points for this optional activity. A total of 15 points is recommended (award 5 points for each question if the student answered the questions completely, 4 points if all questions were answered but a little vague, and 3 points if the questions were not answered).



Becoming a Competent Communicator

Student Assignment:

Students should look at the lesson objective and study the vocabulary words before they read the lesson. Then they should complete the problems and skill-building activity that follow.

Lesson Objectives:

- List and describe four key points that are used by competent communicators.
- Compile appropriate communication strategies.

New Vocabulary:

competent – capable; sufficient for the purpose

evaluate – to assess the quality or value

norm – a standard of conduct or behavior

repertoire – the range of skills, aptitudes, or special accomplishments of a person or group

Recommended Sequence:

This lesson will likely require more than one class period for completion.

Give students 20 minutes to read the text, stopping when they reach the first set of problems. Have students complete the problems (1.18 through 1.21). The problems should not take more than 15 minutes to complete. After students complete the problems, discuss the answers as a class.

Give students 25 minutes to read the rest of the text (“Appropriate and Inappropriate Responses”). When they are finished, have them do “1.22 Skill-Building Activity: Evaluating Communication Competence.”

Optional Idea:

Depending on how much time you have, Part 1 of the following skill-building activityⁱ may be completed in class, while Part 2 may work better as homework:

Optional Skill-Building Activity: Ethical Principles

Communication involves the use of ethical principles. For example, whether or not you decide to tell your friend the real reason you were late is dependent upon your set of ethical principles. Ethical principles are guided by a standard of right and wrong, which can differ from one person to the next. The following exercise is designed to challenge you to consider your ethical principles and their basis. We will consider ethical principles of communication throughout the course.

Part 1: Consider your reactions to the scenarios below. After you have responded with a “yes” or “no” to each scenario, ask yourself “Why or why not?” “What would some of the positives and negatives of my decision be?” “How might the communication of my decisions be most appropriate?” and jot your answers down as notes. You will use some of your notes for Part 2 of this activity:

- a. ____ Would you tell a police officer that your friend was in possession of an illegal drug?
- b. ____ Would you exaggerate your qualifications to a possible employer in order to get a job?
- c. ____ Would you be honest to your boss about a mistake you made even if it meant that you would lose your job?
- d. ____ If your best friend gave you a gift you knew to be stolen, would you confront your friend or remain quiet?

Part 2: Select two of the scenarios from Part 1 and write out your answers to the following questions on a separate sheet of paper:

- a. What would you do in this situation?
- b. What does your community expect you to do?
- c. If the two responses are different, defend your reasoning. Are they based upon what you have learned so far in Unit 1? Why or why not?
- d. How might you communicate your response most appropriately to the people involved?

Use Part 1 as a poll in class, simply asking for a show of hands for each scenario. Discuss students' decisions, exploring some of the "whys" behind answers. These discussions will allow students to think about the scenarios and consider ways in which different decisions would change the outcomes.

Student answers will vary. You may, if you choose, assign points for this optional activity. A total of 12 points is recommended for Part 1, with each scenario worth 3 points. A total of 8 points is recommended for Part 2, with each scenario worth 2 points.



Review for Self Test

Student Assignment:

Students should read the section review and look over objectives and problems in Section I to prepare for Self Test I. When they are ready, they should take Self Test I.

Recommended Sequence:

Give students class time to read through "Review for Self Test" and to study for Self Test I. If they did not complete the problems in the lessons successfully or are not sure about the information that relates to lesson objectives, have them review the material again.

When your students are ready, have them take Self Test I either during the second half of the class or during the next class period. The self test will check their understanding of the section. Any items they miss on the self test will show them what areas they need to restudy before the test.

Biblical Connection Projects

Unit 1: Your Words Are Important

Introduction to the Biblical Connection Projects

Since God is the Creator of all truth, a proper recognition of language, communication, and the relationship “truths” in Essentials of Communication come in their fullest sense when examined from a Christian world and life view. In order to assist students in understanding the biblical foundations and implications of these truths, this course offers two additional lessons per unit, entitled “Biblical Connection Projects.” Each project includes a biblical “instruction” section and a practical “assignment” section. Together, the two sections of each project will enable students to further develop the habit of looking at all subjects and skills from God’s perspective.

God created man with the ability to understand, develop, and communicate language. This ability is a necessary prerequisite for people to have a proper and growing relationship with God and with other people. The two projects in this unit demonstrate how words are important because they identify who you are and they influence others by either helping or hurting them.

Student Assignment:

Students should read through the text for the Biblical Connection Projects and then complete the corresponding activities.

Recommended Sequence:

Have students read the introductory paragraphs for the Unit 1 Biblical Connection Projects. Go through Project 1 and provide direction for students if they need help on the poster activity. Then have students go through Project 2 and prepare them for the journal-keeping activity that goes with this project. As time allows, talk about the projects with students using the discussion questions provided.

Project 1—Your Words Identify Who You Are

Old historical proverb: “A man’s curses will fall and wrap themselves around him like a cloak.” Every word that you say becomes a part of your “external clothing” as much as the physical clothes that you put on. They become visible to the world and identify who you really are and what is most important to you. Are you comfortable with wearing your words? “A word fitly spoken is like apples of gold in pictures of silver.” (Proverbs 25:11)

Language and words are so important that Jesus Christ Himself is identified as the “Word.” This applies not only to the words that He says, but also to the very name that is used to identify Him as the Son of God.

“In the beginning was the Word, and the Word was with God, and the Word was God.” (John 1:1)

“That which was from the beginning, which we have heard, which we have seen with our eyes, which we have looked upon, and our hands have handled, of the Word of life.” (1 John 1:1)

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From Unit 1, Section 1, “The Importance of Communication”

Optional Skill-Building Activity: Reflection

- a. Write a 1-2 paragraph essay describing an interpersonal communication interaction from your own experience that was not effective in that the goals or outcomes desired were not reached. According to what you just read, what went wrong? What skills were missing that could have improved the results of the communication?

- b. After you have completed the above exercise, write 1-2 paragraph(s) about an interpersonal communication interaction from your own experience that resulted positively, reaching the outcomes that both participants desired, and describe the interaction. According to what you just read, what skills assisted in positive results in the communication?

- c. Finally, write 1-2 paragraphs about a use of communication that assisted you in one of four areas: identity, relationships, health, or work.

Unit 1 Optional Activities

From Unit 1, Section I, “Becoming a Competent Communicator”

Optional Skill-Building Activity: Ethical Principles

Communication involves the use of ethical principles. For example, whether or not you decide to tell your friend the real reason you were late is dependent upon your set of ethical principles. Ethical principles are guided by a standard of right and wrong, which can differ from one person to the next. The following exercise is designed to challenge you to consider your ethical principles and their basis. We will consider ethical principles of communication throughout the course.

Part 1: Consider your reactions to the scenarios below. After you have responded with a “yes” or “no” to each scenario, ask yourself “Why or why not?” “What would some of the positives and negatives of my decision be?” “How might the communication of my decisions be most appropriate?” and jot your answers down as notes. You will use some of your notes for Part 2 of this activity:

- a. ____ Would you tell a police officer that your friend was in possession of an illegal drug?
- b. ____ Would you exaggerate your qualifications to a possible employer in order to get a job?
- c. ____ Would you be honest to your boss about a mistake you made even if it meant that you would lose your job?
- d. ____ If your best friend gave you a gift you knew to be stolen, would you confront your friend or remain silent?

Part 2: Select two of the scenarios from Part 1 and write out your answers to the following questions on a separate sheet of paper:

- a. What would you do in this situation?
- b. What does your community expect you to do?
- c. If the two responses are different, defend your reasoning. Are they based upon what you have learned so far in Unit 1? Why or why not?
- d. How might you communicate your response most appropriately to the people involved?

Unit 1 Alternate Test

Circle the letter of the correct answer (3 points each).

1. When a person presents a message in a formal manner, he or she has used the process of:
 - a. Intrapersonal Communication
 - b. Mass Communication
 - c. Public Communication
 - d. Interpersonal Communication
 - e. Small Groups Communication

2. When a person communicates with himself or herself, he or she is applying:
 - a. Intrapersonal Communication
 - b. Public Communication
 - c. Mass Communication
 - d. Interpersonal Communication
 - e. Small Groups Communication

3. When a person transmits a message to a large audience, he or she is practicing:
 - a. Public Communication
 - b. Intrapersonal Communication
 - c. Interpersonal Communication
 - d. Mass Communication
 - e. Small Groups Communication

4. When two or more people interact with each other to reach a goal, they are practicing:
 - a. Public Communication
 - b. Small Groups Communication
 - c. Intrapersonal Communication
 - d. Mass Communication
 - e. Interpersonal Communication

5. When two or more people establish personal relationships through communication, they are practicing:
 - a. Public Communication
 - b. Intrapersonal Communication
 - c. Mass Communication
 - d. Interpersonal Communication
 - e. Small Groups Communication

6. The psychological process that leads to people making generalizations about groups of people is called:
 - a. Attributions
 - b. Stereotyping
 - c. Implicit Personality Theory
 - d. Primary-Recency
 - e. Self-Fulfilling Prophecy

7. The psychological process that leads to a tendency to pay close attention to information that is received either first or last is called:
 - a. Attributions
 - b. Stereotyping
 - c. Implicit Personality Theory
 - d. Primary-Recency
 - e. Self-Fulfilling Prophecy

***Essentials of Communication™* Final Exam**

Circle the letter of the correct answer (3 points each).

1. When we say “communication is a process,” we mean that:
 - a. It uses gestures, signs, and body language.
 - b. It is ongoing.
 - c. It relies on feedback.
 - d. Each part can affect or influence another part.

2. When we say “communication is symbolic,” we mean that:
 - a. It relies on feedback.
 - b. It is ongoing.
 - c. It uses gestures, signs, and body language.
 - d. Each part can affect or influence another part.

3. Communication competence is:
 - a. worth and physical attractiveness.
 - b. revealing information about yourself that has been hidden.
 - c. the ability to interact with others in a manner that is honest and appropriate for the situation, individuals, and task.
 - d. a picture a person has of himself, in light of how God and others view him.

4. Self-Concept is:
 - a. the ability to interact with others in a manner that is honest and appropriate for the situation, individuals, and task.
 - b. a picture a person has of himself, in light of how God and others view him.
 - c. revealing information about yourself that has been hidden.
 - d. the process of using your beliefs, thoughts, and observations to gather information about surroundings and people.

5. Which nonverbal behavior can increase your persuasive power?
 - a. nodding
 - b. jargon
 - c. direct eye contact
 - d. emblems

6. What are the four functions of language?
 - a. define, influence, evaluate, reflect
 - b. define, influence, evaluate, criticize
 - c. define, influence, bore, criticize
 - d. define, influence, evaluate, empathize

Alternate Final Exam

***Essentials of Communication™* Alternate Final Exam**

Circle the letter of the correct answer (2 points each).

1. Communication with oneself is what type of communication?
 - a. interpersonal
 - b. intrapersonal
 - c. formal language
 - d. colloquial language
2. Communication that occurs between two or more people as they establish a relationship is what type of communication?
 - a. interpersonal
 - b. intrapersonal
 - c. formal language
 - d. colloquial language
3. Familiar speech that is appropriate for informal settings is what type of communication?
 - a. interpersonal
 - b. intrapersonal
 - c. formal language
 - d. colloquial language
4. Communication that is also considered “standard language” is what type of communication?
 - a. interpersonal
 - b. intrapersonal
 - c. formal language
 - d. colloquial language
5. What type of personal-social relationship is the basic unit of society?
 - a. family
 - b. friendship
 - c. professional-client
 - d. self
6. This organizational technique is a collection of related ideas.
 - a. skeleton outline
 - b. preliminary outline
 - c. mind map
 - d. thesis statement
7. This organizational part makes an assertion or states a fact, possibility, or condition.
 - a. skeleton outline
 - b. preliminary outline
 - c. mind map
 - d. thesis statement
8. This organizational part includes complete sentences.
 - a. skeleton outline
 - b. preliminary outline
 - c. mind map
 - d. thesis statement
9. When developing the first draft of a speech, you should consider the main divisions of your thesis statement through this organizational technique.
 - a. skeleton outline
 - b. preliminary outline
 - c. mind map
 - d. thesis statement

Part 4: Answer Keys

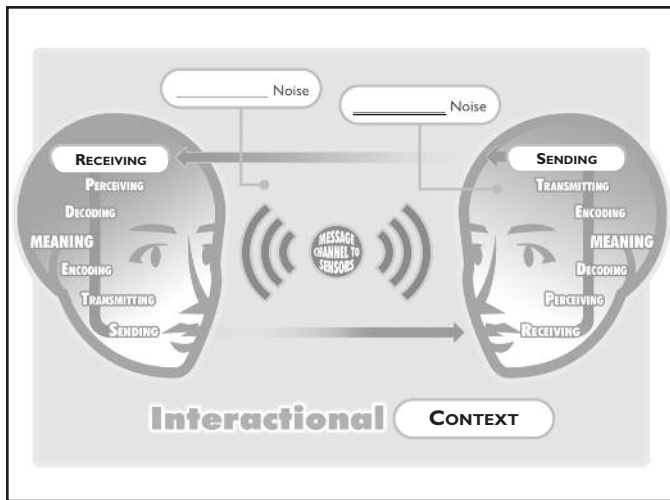
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Section I

Note: To assign point values to problems and skill-building activities, refer to the recommended point values in parentheses next to each answer.

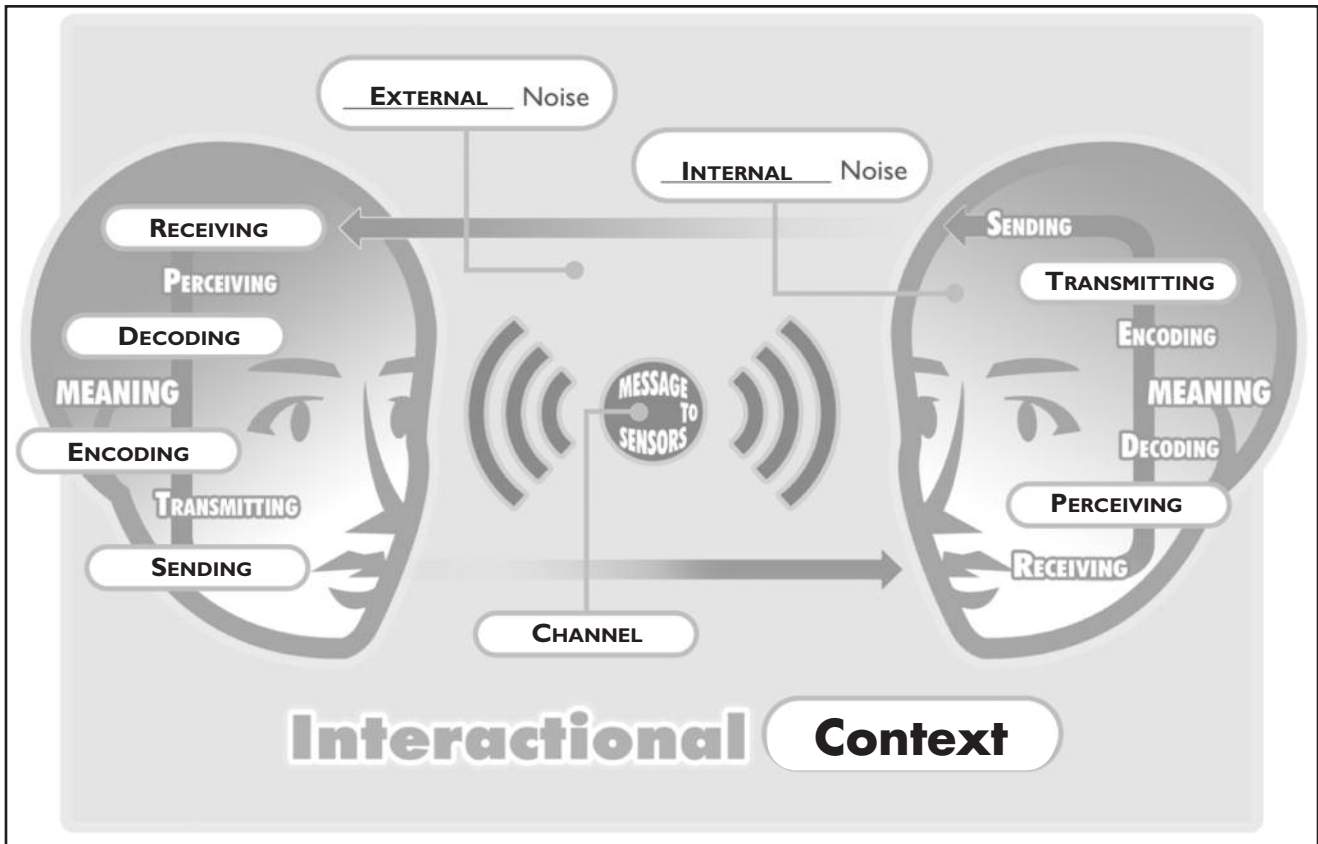
- 1.1 b (1 point) studying alone, ask him/her to discuss the
- 1.2 a (1 point) log with you. (5 points each step; 15 points possible)
- 1.3 g (1 point)
- 1.4 f (1 point)
- 1.5 c (1 point)
- 1.6 h (1 point)
- 1.7 i (1 point)
- 1.8 e (1 point)
- 1.9 A message is an organized communication element that includes meanings and symbols, encoding and decoding.
- 1.10 a. a Process (2 points)
- 1.10 b. Systemic (2 points)
- 1.10 c. Symbolic (2 points)
- 1.11 See below: (1 point each blank)
- 1.14 true (2 points)
- 1.15 false (2 points)
- 1.16 true (2 points)
- 1.17 true (2 points)
- 1.18 It is the context, or framework, around which the communication occurs. It will also determine the roles that will be played. (3 points)
- 1.19 The communication depends on the individual with whom we want to communicate. (3 points)
- 1.20 The communication should pursue what is right. (3 points)
- 1.21 Communication should always be honest; otherwise, due to mistrust, it can damage relationships over time. (3 points)
- 1.22 Answers will vary (15 points for fully complete answers; partial credit may be awarded depending on students' level of completion)



- 1.12 interactive; sending; receiving; simultaneously (1 point each)
- 1.13 Answers will vary; check to see that students made adequate entries representative of the afternoon and evening after class; monitor the discussion; if a student is

Self Test I

- I.01 competence; others; honest; appropriate
- I.02 context
- I.03 true; necessary; kind
- I.04 feedback
- I.05 Transactional Model
- I.06 (see below)



- I.07 c
- I.08 a
- I.09 h
- I.010 f
- I.011 d
- I.012 i
- I.013 j
- I.014 e
- I.015 b
- I.016 g
- I.017 Communication is a process within which an individual sends and receives messages with others. It is also systemic and symbolic.
- I.018 Communication competence is the ability to interact with others in a manner that is honest and appropriate for the situation, individuals, and task.
- I.019
 - a. situation (context) informs the approach
 - b. apply appropriate approach for each individual
 - c. apply appropriate approach for each task
 - d. it is honest

1. a
2. c
3. d
4. b
5. c
6. d
7. b
8. c
9. d
10. a
11. d
12. c
13. Public; formal
14. Intrapersonal; oneself
15. Mass; large
16. Small Groups; goal
17. Interpersonal; personal
18. c; a; e; b; d
19. Answers will vary:
List the facts: Father said no. He placed his keys in his pocket. You are competent to drive. You have driven his car before with his permission.
Possible interpretation #1: He doesn't trust you with the car because he said no and took his keys with him.
Possible interpretation #2: He needs the car himself
Request for clarification combined with behavior and interpretations: Dad, do you need the car? Are you concerned about my safety?
20. value truth; recognize reality; examine validity; check perception; seek clarification
21. communication is a process; it is systemic; it is symbolic
22. situation informs the approach; apply appropriate approach for each individual; apply appropriate approach for each task; it is honest
23. Answers will vary; an individual will not be forthcoming with information; often, the individual not only will hold back information but also may not know the answers himself/herself
24. Answers will vary in the comparisons (look for connections of past experiences, decisions, and application of new information to past information/experiences): selection; organization; interpretation-evaluation; selection is the first of the stages because it is the simple act of making a decision as to what to perceive; once the selection has occurred, you then organize what you see and connect this to past thoughts and perceptions; in the third stage, you interpret the new information, compare it to the old information, and form an evaluation; each stage is increasingly complicated and biased by past influences
25. *See the graphic on the following page.*
26. how others see you; social comparisons; culture; self-evaluation
27. *See the graphic on the following page.*
28. Answers will vary; look for a defense using communication skills and how they improve one of the topics above (*give 10–12 points if the student referred to key elements of communication as they improve the topic and if the student did this in 2–3 paragraphs; a paragraph must consist of at least three sentences and include a topic sentence, a detail sentence, and a concluding sentence*)

1. c
2. a
3. d
4. b
5. d
6. b
7. d
8. a
9. e
10. c
11. Transactional Model; message
12. ongoing
13. gestures; signs; body language
14. systemic; communication
15. selection; organization; interpretation-evaluation
16. Johari Window; four
17. who; disclose
18. Perception is the process of using our beliefs, thoughts, and observations to gather information about surroundings and people.
19. Answers will vary:
List the facts: The friend declines the invitation. She says she must spend time with her family. She is withdrawn.
Possible interpretation #1: She doesn't want to go to the movies with you. She might be upset with you or pulling away from you.
Possible interpretation #2: She is feeling the need to connect with her family more, or her family has told her that they want more time with her.
Request for clarification combined with behavior and interpretations: Would you like to go another night? Is everything okay at home?
20. a picture a person has of himself, in light of how God and others view him
21. situation informs the approach; apply the appropriate approach for each individual; apply the appropriate approach for each task; it is honest
22. See the graphic on the following page.
23. See the graphic on the following page.
24. Answers will vary; the student must discuss each of the four influences of self-concept: how others see them, social comparisons, culture, self-evaluation; then the student must relate it to a personal experience, either presented as a whole or alongside each of the four influences (*students should receive 4 points for referring to each of the four influences; they should receive 4 points for relating each influence to a personal experience; they should receive 2 points for using at least two to three paragraphs in correct paragraph style; a paragraph must consist of at least three sentences and include a topic sentence, a detail sentence, and a concluding sentence*)