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REFERENCES

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Introduction

“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”- Anthony Robbins

Communication in the 21st century has become much complex than it was decades past. The continuous development in human society allowed for individuals to form communities. The first development was the appearance of language. Though limited with grunts and sounds, and gestures, it is by no means null. This allowed for *homo sapiens* to collaborate in hunting. The next development was the invention of the written language. With materials available, communication traversed through time and space. Knowledge could now be passed and preserved not only through oral tradition but also through materials available around (e.g. wood, clay, etc.). The third development that significantly changed communication from the last two developments was printing. Printing made it possible to make identical copies of documents and distribute it far and wide. It was considered as the first technology to communication then. This technology was further developed when communication had been able to reach distances without physically moving for it to take place. In the past, postal services and transportation made it possible for artifacts to be delivered to different places. However, the critical fourth development made communication easier. The electronic communication like the telegraph to telephone, fax machines and now the internet revolutionized communication.

This module is about writing, speaking and presenting to different audiences and for various purposes that will aid the student to have a deeper understanding of effective communication using English. It aims to develop students’ communicative competence and enhance their cultural and intercultural awareness through multimodal tasks by providing them opportunities for communicating effectively and appropriately in multicultural contexts.

The knowledge and skills that the students are expected to gain from this module may be used in their academic endeavors, in their chosen disciplines, and in their future careers as they compose and produce relevant oral, written, audio-visual, and/or web-based output for various purposes complying with the provisions of C.M.O. 20, series of 2013, and guided by the content of the syllabus from the Commission on Higher Education.

-RMMT, 2020

Syllabus



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
College of Education
SANTA ROSA CAMPUS

COURSE TITLE	: Purposive Communication
COURSE CODE	: GEED 10063
CREDIT UNITS	: 3.0 units, 3 hrs./week (18 weeks, 54 hrs. in total)
COURSE PREREQUISITE	: None
COURSE DESCRIPTION	: Purposive Communication is a three-unit course that develops student's communicative competence, and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to multicultural audience in local or global contexts with focus on the effective use of the English Language, the world's Lingua Franca. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of the images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual, and/ or web-based output for various purposes. It also aims to familiarize learners on the varieties of Englishes and lexicons from different English-speaking countries for effective global communication.

Institutional Learning Outcomes	Program Outcomes	Course Outcomes
<p>1. Creative and Critical Thinking Graduates use their imaginative as well as a rational thinking abilities to life situations in order push boundaries, realize possibilities, and deepen their interdisciplinary and general understanding of the world.</p> <p>2. Effective Communication Graduates are proficient in the four macro skills in communication (reading, writing, listening, and speaking) and are able to use these skills in solving</p>	<p>After the finishing the BSE English/ BSE Math/ TLE/ BSIE, BSCP, BSA, BSMM and BSECE program, its graduates are expected to:</p> <ol style="list-style-type: none"> 1. Articulate a comprehensive and contextualized understanding of English Language system and their development; 2. Communicate in English fluently, accurately, ethically, and creatively in diverse social cultural, academic, and professional settings; 	<p>At the end of the course, the students are expected to:</p> <p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. Describe the nature, elements, and functions of verbal and nonverbal communication in various multicultural contexts; 2. Explain how cultural and global issues affect communication; 3. Describe the different communication climates of ENL, ESL, and EFL contexts; 4. Determine and use culturally and politically appropriate terms,

<p>problems. Making decisions, and articulating thoughts when engaging with people in various circumstances.</p> <p>3.Strong Service Orientation Graduates exemplify the potentialities of an efficient, well-rounded and responsible professional deeply committed to service excellence.</p> <p>4.Community Engagement Graduates take an active role in the promotion and fulfillment of various advocacies (educational, social and environmental) for the advancement of community welfare.</p> <p>5.Adeptness in the Responsible Use of Technology Graduates demonstrate optimized use of digital learning abilities, including technical and numerical skills.</p> <p>6.Passion to Lifelong Learning Graduates are enabled to perform and function in the society by taking responsibility in their quest to know more about the world through lifelong learning.</p> <p>7.High Level of Leadership and Organizational Skills Graduates are developed to become the best professionals in their respective disciplines by manifesting the</p>	<ol style="list-style-type: none"> 3. Demonstrate leadership and organizational skills in English language learning in the diverse local and global social, cultural, academic, and professional settings; 4. participate effectively in multimodal communication situation where language system vary; 5. produce well-written texts for various academic and professional purposes; 6. lay groundwork for advanced and continuous studies on the English language and its varieties used in diverse local and global context; and 7. Integrate technology in teaching and learning English. 	<p>expression, and images in the English language</p> <ol style="list-style-type: none"> 5. Compare and contrast varieties of English lexicons for global, communication; 6. Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills; and 7. Determine academic text structure/discourse in English. <p>SKILLS</p> <ol style="list-style-type: none"> 1. Convey ideas through oral, audio-visual, and/or web based presentations for different target audiences in local and global setting using appropriate English language registers; 2. Create clear, coherent , and effective communication materials; 3. Present ideas persuasively using appropriate tone, style, and reference styles in English; and 4. Write and present academic papers using appropriate tone style, and reference styles in the English language <p>VALUES</p> <ol style="list-style-type: none"> 1. Adopt cultural, and intercultural awareness and sensitivity in communication of ideas; 2. Appreciate the differences of the varieties of spoken
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<p>appropriate skills and leaderships qualities.</p> <p>8. Sense of Personal and Professional Ethics Graduates show desirable attitudes and behavior either in their personal and professional circumstances.</p> <p>9. Sense of National and Global Responsiveness Graduates' deep sense of national compliments the need to live in a global village where one's culture and other people culture are respected.</p>		<p>and written English;</p> <p>3. Adopt awareness of audience and context in presenting ideas of materials in the English language ; and</p> <p>4. Appreciate the impact of communication to different societies and the world.</p>
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Course Plan					
Week	Topic	Learning Outcomes	Methodology	Resources	Assessment
Week 1	<p>A. Course orientation</p> <ol style="list-style-type: none"> 1. Mission and Vision of the PUP 2. Course content and requirements 3. Classroom policies and regulation 4. Grading system <p>B. Communication process, principles, and ethics of English and non-English Speaking Countries</p>	<p>Describe the nature and function of verbal and nonverbal communication in multicultural contexts of both English and non-English speaking countries in the world.</p>	<p>Lecture and class discussion on elements and types of communication</p> <p>Group work on identifying elements of communication in various texts.</p> <p>Simulation of authentic scenarios involving the various elements of Communication</p>	<p>Course syllabus LCD projector or manila paper</p> <ol style="list-style-type: none"> 1. Audio and/ or videos clips of various media (e.g., TV commercials, movies, newscasts, etc.) 2. Texts from newspapers, magazines, journals <p>Course Module Resources:</p> <ol style="list-style-type: none"> 1. Hill, A. and Leigh-Hunt, N., 2016. Principles, Theories And Methods Of Effective Communication (Written And Oral) In General, And In A Management Context. [online] Health Knowledge. 	<p>Quizzes and seatwork identifying elements or communication (e.g., sender, message, channel ,receiver, effect)</p>

				<p>Available at: < https://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/effective-communication> [Accessed 13 May 2020].</p> <p>2. Promeng.eu. 2010. Effective Communication Skills. [online] Available at: <http://promeng.eu/downloads/training-materials/ebooks//soft-skills/effective-communication-skills.pdf> [Accessed 13 May 2020].</p> <p>3. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc.</p> <p>4. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc.</p>	
Week 2	Communication and globalization	Explain how cultural and global issues affect communication.	Class discussion of essay, “Flight from Conversation,” or videos, “Connected but alone,” and	LCD projector or manila paper 1. Audio and/ or videos clips of various media (e.g., TV commercials, movies,	Reaction paper and/or discussion forum on the impact of globalization on how people communicate

		<p>Appreciate the impact of communication in various societies and the world.</p>	<p>“How Social Media can make history,” or “Wiring a web for global good.”</p>	<p>newscasts, etc.)</p> <ol style="list-style-type: none"> 2. Texts from newspapers, magazines, journals <p>Course Module Resources</p> <ol style="list-style-type: none"> 1. “Communicating a multicultural society and world”[pdf] 2. Turkle, S., 2012. Opinion The Flight From Conversation. [online] Nytimes.com. Available at: https://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?searchResultPosition=1 [Accessed 13 May 2020]. 3. Turkle, S., 2012. Connected, But Alone?. [video] Available at: https://www.ted.com/talks/sherry_turkle_connected_but_alone/transcript?language=en [Accessed 13 May 2020]. 4. TED Talks. (2009). How Social Media Can Make History [Video]. Retrieved 29 May 2020, from https://www.ted.com/talks/clay_shirky_how_social_media_can_make_history?language=en. 5. TED Talks. (2009). Wiring a Web for Global Good [Video]. Retrieved 29 May 2020, from https://www.ted.com/talks/gordon_brown_wiring_a_web_for_global_good?language=en. 	<p>and vice versa.</p> <p>Short Debate between the notion “Connecting and Conversation</p>
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				language=en.	
Week 3	Global cultural climate	Describe the communication climate of the different countries when using both their mother tongue and the English Language as Lingua Franca	Presentation and Class discussion of assigned Micro Case Studies	<p>LCD projector</p> <ol style="list-style-type: none"> Videos of speakers from English-speaking countries (available via YouTube) Hand-outs on communication climate <p>Course Module Handout on Global Communication and Cross Cultural Competence: Micro- Case Studies for Today's World</p> <p>Resources:</p> <ol style="list-style-type: none"> Micro Case Studies: Barker, Kimberley; Day, Christine R.; Day, Deanna L.; Kujava, Elizabeth R.; Otwor, Juliette; Ruscitto, Robert A.; Smith, Alex; and Xu, Tianjiao (2017) "Global Communication and Cross-Cultural Competence: Twenty-First Century Micro-Case Studies," Global Advances in Business and Communications Conference & Journal: Vol. 6: Iss. 1, Article 5. Available at: http://commons.emich.edu/gabc/vol6/iss1/5 or at https://pdfs.semanticscholar.org/163e/0fcbfd9845b7bbd0413e644c452894ecc78a.pdf Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: 	<p>Reflection paper on the importance of the one's awareness of the cultural climate of different English speaking countries.</p> <p>Group Presentation of Micro Studies assigned with artful presentation of objects that would best speak of the researches</p>

				Connecting to the World Mutya Publishing House Inc	
Week 4-5	Local and global communication in multicultural settings	Determine culturally- and politically-appropriate terms, expressions, and images (sensitivity to the gender, race, class, etc.)	Lecture and class discussion on using culturally- and politically-appropriate terms, expressions, and images; varieties and registers of language	<p>LCD projector</p> <ol style="list-style-type: none"> 1. Films or videos showing students/speakers from different cultures, regions communicating in a multilingual setting (.e.g. Lost in Translation, The Joy Luck Club, My Big Fat Greek Wedding) <p>Course Module Researches/academic papers on local and global communication in multicultural setting</p> <p>Resources</p> <ol style="list-style-type: none"> 1. TED Talks. (2009). Pop Culture in the Arab World [Video]. Retrieved 29 May 2020, from https://www.ted.com/talks/shereen_elfeki_pop_culture_in_the_arab_world?language=en. 2. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. 3. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc. 	<p>Quiz and seatwork on using culturally appropriate terms, expressions, and images; varieties and registers of language</p> <p>Researches and reports on various cultural and intercultural modes of communication (e.g., words/gestures used in a particular region or country to show respect) and/or various issues in communication (e.g., use of politically correct words in today's world; gender sensitivity through language)</p>
Week 6	Varieties and registers of spoken and	Adopt cultural and	Class discussion of cultural	LCD projector, laptop, speakers	Infomercial on the varieties of

	written English language	intercultural awareness and sensitivity in communication of ideas when using the English language and its varieties	appropriateness in communicating as tackled in film/video	<p>Course Module Images of people communicating in different languages</p> <p>Resources:</p> <ol style="list-style-type: none"> 1. Youssef, S. (2015). «It ain't right, innit?» – About language register in English. CELSA Accents. Retrieved 29 May 2020, from https://celsalanguage.wordpress.com/2015/01/29/it-aint-right-innit-about-language-register-in-english/. 2. Language Register - Formal, Informal, and Neutral. Really-learn-english.com. Retrieved 29 May 2020, from https://www.really-learn-english.com/language-register.html. 3. Hickey, R. (2020). Studying Varieties of English, (c) Raymond Hickey. Uni-due.de. Retrieved 29 May 2020, from https://www.uni-due.de/SVE/. 4. Scott, J. Varieties Of English – ICAL TEFL. ICAL TEFL. Retrieved 29 May 2020, from http://www.icaltefl.com/category/varieties-of-english. 5. Clark, U. (2014). Which variety of English should you speak? British Council. Britishcouncil.org. Retrieved 29 May 2020, from https://www.britishcouncil.org/voices 	the English language Posting of Infomercial online to check the number of viewers and likers influenced by the activity
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				<p>-magazine/which-variety-english-should-you-speak.</p> <p>6. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc.</p> <p>7. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc.</p>	
Week 7	MIDTERM				
Week 8-9	World Englishes and global communication	<p>Compare and contrast World Englishes in terms of lexicon and semantics</p> <p>Use the variety of English in different context</p>	<p>Exercise on culturally-appropriate terms, expressions, and images through a short role play</p> <p>Interview invited speakers/students to monitor the occurrences of World English usage</p>	<p>LCD projector, speakers</p> <p>1. Lecture videos on World Englishes</p> <p>Course Module Brainstorming on list of English words from different English-speaking countries</p> <p>Resources:</p> <p>2. Kirkpatrick, A. (2007). "World Englishes: Implications for International Communication and English Language Teaching. " English in the World Global Rules, Global Roles. Cambridge University Press.</p> <p>3. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing</p>	<p>Quiz and seatwork on using culturally appropriate terms, expressions, and images, varieties and registers of language</p>

				House, Inc. 4. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc.	
Week 10-11	Evaluating messages and/or images (e.g., pictures, illustrations) of different type of texts reflecting different cultures (regional, Asia, Western, etc.) 1. What is the message? 2. What is the purpose of the message? 3. How is the message conveyed by the text and/or image? 4. Who is the target audience of the message? 5. What other ways of presenting the message are there?	Evaluate multimodal text critically to enhance receptive (listening, reading, viewing) skills Convey ideas through oral, audio-visual and/or web-based presentations for different target audience in local and global settings using appropriate registers in the English language. Adopt awareness of audience and context in presenting ideas.	Lecture and class discussion on critical reading and listening Exercise on analyzing content of various texts	LCD projector, speakers 1. Lecture videos on World Englishes Course Module Authentic texts about cultural sensitivity form various media (text messages, e-mail messages, social media messages, newspaper, magazine, and journal articles, print and electronic advertisement Samples: 1. Cross Cultural Situation. [Image]. Retrieved 29 May 2020, from https://mindspacenuitition.files.wordpress.com/2015/01/cross-cultural.jpg . 2. Indian Goddess in Burger King advert. [Image]. Retrieved 29 May 2020, from https://i.telegraph.co.uk/multimedia/archive/01440/burger_1440211c.jpg . Resources: 1. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. 2. Mercado, Ma. Cristina et.al.(2018). Purposive	Invitation for people to join cause-oriented events using various media such as e-mail, social media, print, and/or electronic advertisements. Write a 3-5 paragraph essay answering the following question: 1. How is communication related to cultural diversity?

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Week 12	Communication aids and strategies using tools of technology	Convey ideas through oral, audio- visual, and/or web based presentati ons for different target audiences in local and global settings using appropriat e registers. Adopt awareness of audience and context in presenting ideas	Lecture and class discussion on preparing audio visual and web-based presentations Group work and class discussion on identifying problems with the research presentation in the video.	LCD projector, speakers 1. Texts, video/audio clips from various sources Course Module Resources: 1. O'Brien, A. (2018). creating multimodal texts. creating multimodal texts. Retrieved 29 May 2020, from https://creatingmu ltimodalttexts.com/ . 2. Undergraduate Students Unwittingly Subjected to World's Worst Research Presentation. (2012). [Video]. Retrieved 29 May 2020, from https://www.youtu be.com/watch?v=n SGqp4- bZQY&feature=em b_title . 3. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. 4. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc. 5. Adler, R.,	Oral, audio- visual, and/or web-based presentations to promote cultural values (e.g., respect for elders, bayanihan spirit, etc.)

				Elmhorst, J.M., & Lucas, K. (2012). Communicating at work: Strategies for success in business and the professions. NY: McGraw Hill	
Week 13-14	<p>Communication for various purposes</p> <ol style="list-style-type: none"> To obtain, provide, and disseminate information To persuade and argue 	<p>Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers</p> <p>Create clear, coherent and effective communication materials using English language.</p> <p>Present ideas persuasively using appropriate language registers, tone, facial expressions and gestures</p> <p>Adopt awareness of audience</p>	<p>Lecture and class discussion on informative, persuasive, and argumentative communication</p> <p>Lecture and discussion of types of speeches and public speaking (memorized impromptu, extemporaneous)</p> <p>Short exercises asking for information through inquiry letter or interview, response to queries, incident reports</p>	<p>LCD projector or manila paper</p> <ol style="list-style-type: none"> Sample texts (inquiry letter, police reports, political speeches, letters of appreciation, etc.) <p>Samples: Gocivilairpatrol.com. Retrieved 29 May 2020, from https://www.gocivilairpatrol.com/media/cms/L2L_Mod2_Ch8_Effective_Communication_63AFCA8970D43.pdf.</p> <p>Course Module</p> <p>Resources:</p> <ol style="list-style-type: none"> Lucas, S. (2011). The art of public speaking. NY: McGraw Hill. (see also: https://www.academia.edu/40918025/The_Art_of_Public_Speaking_12th_Edition) TEDx Talks. (2013). The Most Important Thing Cannot be Said: Eddie Calasanz at TEDxADMU [Video]. Retrieved 29 May 2020, from https://www.youtube.com/watch?v=vsziU1cVHw. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: 	<p>Public announcements (audio/video, social media) about disaster preparedness</p> <p>Editorial about environmental issues</p> <p>Formal One-Minute Speech based on current issues (Extemporaneous)</p>

		and context in presenting ideas in communicating ideas		In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. 5. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc.	
Week 15	Communication for work purposes (e.g. healthcare, education, business and trade, law, media, science and technology)	Create clear, coherent and effective communication materials. Present ideas persuasively using appropriate language registers, tone, facial expressions and gestures Adopt awareness of audience and context in presenting ideas	Lecture and class discussion on effective communication and oral presentations in the workplace Analysis of different communication materials Writing exercises on communication materials for the workplace (e.g. minutes, memo, requests, business/technical/incident reports, letters)	LCD projector or manila paper 1. Kangas, G. (2012). Giving Presentations Worth Listening to [Video]. Retrieved 29 May 2020, from https://www.youtube.com/watch?v=NXkThfQx6A . Course Module Sample communication materials from different workplace settings (e.g. minutes, memo, requests, business/technical/incident reports, letters) Resources: 1. Sample-meeting-minutes. (n.d). yumpu.com. https://www.yumpu.com/en/document/view/35217881/sample-meeting-minutes 2. Bernales, R., Balon, W. and Biligan, R., 2018. Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. 3. Mercado, Ma. Cristina et.al.(2018). Purposive Communication:	Handwritten drafts of letters Computerized letters edited by peer Written and/or oral presentation (group reporting) of a medical case/ business proposal/ media campaign proposal/ program or project proposal for addressing a health issue/problem using communication aids and strategies – tools of technology)

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Week 16-17	Communication for academic purpose (e.g. research-based journal or magazine articles, etc.)	Write and present academic papers using appropriate tone, style, and reference styles. Adopt awareness of audience and context in presenting ideas Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers	Lecture and class discussion on effective communication and oral presentations for academic purposes Independent research (topic proposal, literature review, data gathering, data analysis)	LCD projector or manila paper 1. Kangas, G. (2012). Giving Presentations Worth Listening to [Video]. Retrieved 29 May 2020, from https://www.youtube.com/watch?v=NUXkThfQx6A . Course Module Resources: 1. Bullock, R., Goggin, M. D., & Weinberg, F. (2016). The Norton field guide to writing with readings and handbook. W. W. Norton. 2. Bullock, R. & Goggin, M. (2013). The Norton Field Guide to Writing 3 rd edition. W.W. Norton and Company See: http://english28-payte.weebly.com/uploads/3/8/2/9/38294063/nortonfieldguide2.pdf 3. Reich, Brian. (n.d.). Academic Presentations. https://www4.stat.ncsu.edu/~reich/st810A/oral.pdf 4. Edwards, Paul. (2014, October). How to Give an Academic Talk,. https://pne.people.si.umich.edu/PDF/howtotalk.pdf 5. Bernales, R., Balon, W. and Biligan, R., 2018.	Analysis papers (e.g. literary analysis, political, science analysis paper) and/or technical papers (for journal article) on political, social, cultural, economic, or health environment issue Academic presentations (e.g. paper presentations for a local/international conference, lecture presentations for a local/international forum) of analysis/technical paper Final project: Multimodal advocacy campaign (print, audio, visual, web-based) addressing current issues tackled in previous tasks

				Purposive Communication: In Local And Global Contexts. Malabon City: Mutya Publishing House, Inc. 6. Mercado, Ma. Cristina et.al.(2018). Purposive Communication: Connecting to the World Mutya Publishing House Inc.	
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Week 18	FINAL EXAM
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Suggested Readings and References

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Biber, D.& Conrad S. (2009). Register, genre and style. Cambridge: Cambridge University

Bullock, R. & Goggin, M. (2013). The Norton Field Guide to Writing 3rd edition. W.W. Norton and Company (See: <http://english28-payte.weebly.com/uploads/3/8/2/9/38294063/nortonfieldguide2.pdf>)

Bullock, R., Goggin, M. D., & Weinberg, F. (2016). The Norton field guide to writing with readings and handbook. W. W. Norton.

Chase, r. &Shamo, S. (2013) .Elements of Effective Communication, 4th ed. Washington, Utah: Plain and Precious Publishing.

Dainton, M. &Zelley E. (2015) .Applying communication theory for professional life. A practical introduction, 3rd ed. Sage Publishing.

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Lucas, S. (2011). The art of public speaking. NY: McGraw Hill. (see also: https://www.academia.edu/40918025/The_Art_of_Public_Speaking_12th_Edition)

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Axelrod,R.B. & cooper, C.R. (2011). Axelrod and Cooper’s Concise Guide to Writing, 5th Ed. Boston: Bedford/St. Martin’s

Gepila, Jr.,E.C. (2014) . Examining the Composition Writing Competency of PUP Laboratory High School Grade Seven Students for Improving Teaching Writing Methodologies. Unpublished Master’s Thesis. Philippine Normal University ,Taft , Manila.

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Course Grading System

Display and definition of the approved university grading system for the course

MIDTERM GRADE	50%	FINAL GRADE	50%
Class standing Recitations/class participation Quizzes Activities Attendance Midterm examinations	70% 30%	Class standing Recitations/class participation Quizzes Activities Attendance Midterm examinations	70 % 30 % 100 %
		TOTAL	

Classroom Policy**ATTENDANCE**

1. Students are required to attend classes regularly and punctually starting from the first day of school.
2. A ten minute grace period will be given for the student before it will be considered late. Three (3) times late is considered one (1) absence. The student will be considered absent if the student does not arrive 30 minutes after the class starts.
3. [Online/ Distant learning] Student must attend the orientation session that is scheduled on the first meeting of the classes.
4. [Online/ Distant learning] Student is required to log on weekly and review the week's course material. Individual assignments or Internet assignments are due each week. Attendance will be taken based on the student's submission of weekly assignments. Failure to submit an assignment when due is considered absent for that week.
5. [Face to Face/ Online/ Distant learning] The instructor is authorized to drop any student exceeding the required number of absences [9 hours or 3 class periods].
6. [Online/ Distant learning] The instructor will also check the attendance to the class by checking student's postings and responses to assignments

CLASS DISCUSSION FORUM [Online/ Distant Learning]

1. Class "periods" are scheduled to end at 6:00 p.m. on Monday. Discussion Forum reading and response assignments for the class period must be completed by those date/times. A student will be required to answer some specific questions about the individual reading assignments and respond to at least 3 classmate responses (though you may respond to more). All responses, both to the questions and classmates, must be detailed, developed, and stylistically/technically sound. No text shortcut or emojis will be accepted as a response [This is after all an English course]. The grade for this are will be determined by both the quantity and quality of the answers and responses. Therefore, the student must demonstrate a thoughtful consideration of both readings and the classmates' responses. In addition, the student's course attendance is determined by his timely and regular contribution to the discussion forum. All reading assignments for the course are listed by date/ week on the course syllabus, and the questions for each reading selection are listed in the Assignments section. Late posts to the Discussion Forum will be penalized.

ACADEMIC INTEGRITY

1. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction. Academic dishonesty like cheating and plagiarism is not tolerated. **Cheating** includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information including citations, on an assignment or exercise; and/ or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or

otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

STUDENT BEHAVIOR

1. Use of mobile phones, laptops, table, etc. in class is not allowed.
2. Tardiness and Inattentiveness (sleeping, talking among class members, working on activities unrelated to class) is not allowed.
3. Use of profanity or insensitive language is also not allowed. Other students deserve respect and support
4. Respect your instructor. Openly challenging the instructor's knowledge or authority in the classroom is not appropriate. If you take issue with the instructor's information or instructional methods, make sure that your comments are made without confrontation or antagonism. You may want to discuss your issues with her or him privately.

MAKE UP TEST

1. Make-up test may be scheduled in cases of a serious illness, death in the immediate family, or official school business prevents you from completing a test or in-class writing lab AND if you notify the instructor within ONE CLASS DAY of the absence. The student must present a doctor's certificate and an excuse letter from his guardian.

Consultation Time

1. Consultation time is set based on the class schedule assigned. Should a student want to discuss a particular problem with the instructor or vice versa, the student may schedule a meeting with the instructor outside class time.
2. For online/ distant learning, the instructor will only respond to messages or queries from 8:00 a.m. to 6:00 p.m. No messages will be entertained beyond those hours.

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Campuses

Revised May 2020



Overview

All of us are constantly in a state of giving and receiving communications. Problems arise when one does not receive, or understand, the message sent in the communication as it was intended, or when one subconsciously sends a nonverbal message that contradicts the spoken word. This module attempts to help students understand the importance of good communications skills at school and at work. It will focus on (1) the understanding of communication and its components, (2) the process and elements of communication, (3) the principles behind it, and (4) ethics of communication.

Module Objectives:

After a successful completion of this module, the student should be able to:

1. Describe the nature, components, process, principles and ethics of communication in various multicultural contexts.
2. Understand the importance of good communication skills
3. Understand how nonverbal communication skills affect their overall communications in the classroom and at work
4. Use effective listening techniques
5. Use proper oral communication skills

Course Materials:

1. Module 1 – Communication Skills
2. Overhead projector as needed
3. Audio and/ or videos clips of various media (e.g., TV commercials, movies, newscasts, etc.)
4. Texts from newspapers, magazines, journals

Module 1

Introduction to Communication



LEARNING OUTCOMES

After the learning engagements, the learners will be able to:

1. Define communication
2. Identify and explain the various communication modes and how they help in expressing one's communication intents;
3. Distinguish the differences between and among the communication modes; and
4. Use the communication modes appropriately depending on the content of the communication situation

COMMUNICATION

Alexander (1984) stated that communication occurs when a sender expresses an emotion or a feeling, creates an idea, or senses the need to communicate. The communication process is triggered when the sender makes a conscious or an unconscious decision to share the message with another person—the receiver. It is a process wherein the exchange of information between two or more people (Bernales, Balon and Biligan, 2018). Keyton (2011) supported this notion of communication when he defined it as Communication can be defined as the process of transmitting information and common understanding from one person to another. For communication to succeed, both the participants must be able to exchange information and understand each other. If this flow of information is interrupted or blocked communication fails. The word communication is derived from the Latin word, — “*communis*”, which means common. In our everyday living, for a communication to be effectively transmitted, elements of communication must be present and these include **a) Speaker, b) Message, c) Receiver, d) Channel, e) Feedback, and f) Communicative Situation.**

Alexander (1984) further explains that every communicative act is based on something that conveys meaning, and that conveyance is the message. The message may be either verbal (spoken or written) or nonverbal (body language, physical appearance, or vocal tone). Messages may also come from the context—or place and time—of the communication. For instance, if you choose to make a critical comment to someone, the place and the time you choose to make that comment will make a big impact on how it will be received.

Moreover, every message is sent and received through one of our five senses—it is seen, heard, touched, tasted, or smelled. The sensory media through which messages are sent and received are communication channels. In a work setting, messages may be seen through body movement, letters, memos, newsletters, bulletin board notices, signs, emails, and so on. Messages that are heard come through conversations, interviews, presentations, telephones, radios, and other audio media. Sight and sound are the two most frequent communication channels used in our society.

When the receiver gets the message (through seeing, hearing, feeling, touching, or smelling), he or she will usually give feedback (return message) unconsciously or consciously. Thus, the communications process is on-going.

The worst assumption a sender of a message can make is that the message will be received as intended. So many things can go wrong during the communications process that we should always assume that something will go wrong and take steps to prevent that occurrence. Barriers to good communications are always present. For instance, the language itself can be a barrier—unclear wording, slang, jargon, the tone. Another barrier is the failure of the sender to realize that his or her body language might contradict the spoken message. The channel used to convey the message might be wrong. For instance, you would not use the telephone to relay a lot of statistical information; you would need to write that message on paper. Poor listening skills can constitute a barrier also (Alexander, 1984).

LESSON 1:
NATURE, DEFINITION AND COMPONENTS OF
COMMUNICATION



THINKING CAP ON

What do these quotes mean in relation to communication?

“If all my talents and powers to be taken from me by some inscrutable Providence and I had my choice of keeping but one, I would unhesitatingly ask that I be allowed to keep my power of speech for through it, I would regain the rest.”- Daniel Webster

My answer:



“To speak and to speak well are two different things” - Ben Johnson

My answer:



“We listen a book a day, we speak a book a week, read the equivalent of a book a month, and write the equivalent of a book a year” - Walter Loban

My answer:





LET'S TAKE A LOOK

✚ We are social beings and such; we feel an intense need to express our thoughts, feelings and aspirations, doubts, questions, and fears. Equally intense is our need to be listened to. These needs - to express and to be listened to – are basic or innate in all of us.

✚ But as Ben Johnson, the English poet, has said, the ability to speak and the ability to speak well are two different things.

✚ Speaking well is comparable to any skill in the sense that it can be developed and enhanced. All that you have to do is expose yourself to various speaking situations. Listen well and study how effective speakers express themselves.

“Learn from their strengths and practice whenever opportunities arise.”

“Practice makes perfect”

“If it is to be, it is up to me.”

✚ As much as 75% of the average person’s day is spent communicating.

✚ Those in technical jobs are estimated to spend between 50% and 90% of their work day engaged in communication process

DEFINITIONS OF COMMUNICATION

1. Communication is a process by which we assign and convey meaning in an attempt to create shared understanding.
 - ◆ This process requires a vast repertoire of skills:

- ✓ Intrapersonal and interpersonal processing
- ✓ Listening
- ✓ Observing

- ✓ Speaking
- ✓ Questioning
- ✓ Analyzing
- ✓ Evaluating

2. It can be seen as processes of information transmission governed by three levels of semiotic rules:
 - ◆ Syntactic
 - ◆ Pragmatic
 - ◆ Semantic
3. It is therefore a social interaction where at least two interacting agents share a common set of signs and a common set of semiotic rules.
4. The Oxford Advanced Learner's Dictionary defines communication, as the act of passing news, information..., the act of sharing or exchanging thoughts, ideas, feelings with others or with a group; the act of participating with or sharing in common, the "we-belong-to-same-feeling" as in communication with... or the act of thinking about oneself.
5. Communication is derived from the Latin word 'communis,' which means, "Belonging to many" or "equally" and "communico" – to confer with others. It is the mutual exchange of information, ideas, and understanding by any effective means (Ballesterros, 2003).
6. Communication refers to the process of human beings responding to the symbolic behavior of other persons (Adler and Rodman, 1997).
 - ◆ COMMUNICATION IS HUMAN.
 - ◆ COMMUNICATION IS A PROCESS.
 - ◆ COMMUNICATION IS SYMBOLIC.
7. The communication done by animals is relatively different from humans. The manner by which we communicate or use different gestures, facial expression, etc. to communicate is different from the dance that is done by bees to instruct their hive-mates on the location of food or the chimpanzees that have been taught to express themselves using sign language like deaf humans.
8. We often talk about communication as if it occurred in discrete, individual acts. In fact communication is a continuous, ongoing process. Consider, for example, a friend's compliment about your appearance. Your interpretation of those words will depend on a long series of experiences stretching far back in time: how have others judged your appearance? How do you feel about your

looks? How honest has your friend been in the past? How have you been feeling about one another recently? All of this history will help shape your response to the other person's remark. In turn, the words you speak and the way you say them will shape the way your friend behaves toward you and others- both in this situation and in the future.

◆ This example shows that it's inaccurate to talk about "acts" of communication as if they occurred in isolation. To put it differently, communication isn't a series of incidents pasted together like photographs in a scrapbook; instead, it is more like a motion picture in which the meaning comes from the unfolding of an interrelated series of images. The fact that communication is a process is reflected in the transactional model.

9. Symbols are used to represent things, processes, ideas, or events in ways that make communication possible. The most significant feature of symbols is their arbitrary nature. For example, there's no logical reason why the letters in book should stand for the object you're reading in class. Speakers of Spanish call it a libro, and Germans label it a Buch. Even in English, another term would work just as well as long as everyone agreed to use it in the same way. We overcome the arbitrary nature of symbols by linguistic rules and customs. Effective communication depends on agreement among people about these rules. This is easiest to see when we observe people who don't follow linguistic conventions. For example, recall how unusual the speech of children and immigrant speakers of a language sounds.

10. In addition to this, nonverbal communication can have symbolic meaning. As with words, some nonverbal behaviors, though arbitrary, have clearly agreed-upon meanings. For example, to most North Americans placement of a thumb and first finger together while facing the palm of the hand outward stands for the idea of something being "OK." But even more than words, many nonverbal behaviors are ambiguous. Does a frown signify anger or unhappiness? Does a hug stand for a friendly greeting or a symbol of the hugger's romantic interest in you? One can't always be sure (Adler and Rodman, 1997).

Other Concepts of Communication

1. Allen Louis – Communication is the sum of all things (telling, listening and understanding). It is a systematic activity under any given circumstances.
2. Henry Kuntz – Communication is the transferring of information from one person to another whether or not he/she elicits that confidence.
3. George Terry – Communication is the exchange of ideals, feelings, and emotions between two or more persons.

4. Keith Davis – The purpose of passing information and understanding between two persons... without the bridge of communication no one can cross the river of understanding.

Types of Communication according to Mode

A message may be impart through these types; **verbal-non-verbal and visual**. While communication is often thought of as verbal, the non-verbal mode is equally essential as it enhances one's message.

A. VERBAL COMMUNICATION

- ✚ (Linguistics) The process of sending and receiving messages with words, including writing and sign language.
- ✚ It refers to the form of communication in which message is transmitted verbally.
- ✚ Communication is done by word of mouth and a piece of writing.

VERBAL COMMUNICATION: ORAL

- ◆ Spoken words are used
- ◆ It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet.
- ◆ Communication is influenced by pitch, volume, speed and clarity of speaking.

Verbal Communication: Oral- Advantages

- ◆ It brings quick feedback.
- ◆ In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.
- ◆ It saves time in communication.
- ◆ It is quick in obtaining feedback once delivered.
- ◆ It provides complete understanding of communication delivered and there is chance to make it clearer in case of doubts in interpretation of words or ideas.
- ◆ It is more reliable method of communication.
- ◆ It is flexible and effective for all.
- ◆ It is powerful means of persuasion and control.
- ◆ It is cheaper way of communication and hence saves money.

Verbal Communication: Oral- Disadvantages

- ◆ It has issues when communicating with distant people.
- ◆ It is difficult for certain people to understand speech due to various speech tones used in verbal communication.
- ◆ This form of communication is not suitable for lengthy message.

- ◆ There is chance of leak of secret information with the help of modern devices such as polygraph or lie detector. Often secret information can be obtained while the person is under the influence of alcohol.

VERBAL COMMUNICATION: WRITTEN

- ◆ In written communication, written signs or symbols are used to communicate.
- ◆ In written communication message can be transmitted via email, letter, report, memo etc.
- ◆ Written communication is most common form of communication being used in business.

Verbal Communication: Written- Advantages

- ◆ Messages can be edited and revised
- ◆ Written communication provide record and backup.
- ◆ A written communication enables receiver to fully understand it and send appropriate feedback
- ◆ Easy to preserve: The documents of written communication are easy to preserve. Oral and non-verbal communication cannot be preserved. If it is needed, important information can be collected from the preserved documents.
- ◆ Easy presentation of complex matter: Written communication is the best way to represent any complex matter easily and attractively.
- ◆ Permanent record: The documents of written communication act as a permanent record. When it is needed, important information can be easily collected from the preserved documents.
- ◆ Prevention of wastage of time and money: Written communication prevents the waste of money and time. Without meeting with each other the communicator and communicate can exchange their views.
- ◆ Accurate presentation: Through the documents of the written communication top executive can present the information more accurately and clearly. As it is a legal document everybody takes much care does draft it.
- ◆ Use as a reference: If it is needed, written communication can be used as future reference.
- ◆ Delegation of authority: Written communication can help the authority to delegate the power and authority to the subordinate. It is quite impossible to delegate power without a written document.
- ◆ Longevity: Written document can be preserved for a long time easily. That is why; all the important issues of an organization should be back and white.
- ◆ Effective communication: Written communication helps to make communication effective. It is more dependable and effective than those of other forms of communication.

- ◆ Maintaining image: Written communication helps to maintain the images of both the person and the organization. It also protects the images of the company or organization.
- ◆ Proper information: It is a proper and complete communication system. There is no opportunity to include any unnecessary information in a written document.
- ◆ Less distortion possibility: In this communication system information is recorded permanently. So, there is less possibility of distortion and alteration of the information.
- ◆ No opportunity to misinterpret: there is any opportunity to misinterpret the information or messages of written communication.
- ◆ Controlling tool: Written communication can help to control the organizational activity. The written document may be used as a tool for controlling.
- ◆ Easy to verify: The information and messages that are preserved can be verified easily. If there arises any misunderstanding any party can easily verify the information.
- ◆ Others: Clear understanding, Legal document, Acceptability, Reduction of risk, Creating confidence, Easy circulation, Wide access or coverage etc.

Verbal Communication: Written- Disadvantages

- ◆ Expensive: Written communication is comparatively expensive. For this communication paper, pen, ink, typewriter, computer and a large number of employees are needed.
- ◆ Time consuming: Written communication takes time to communicate with others. It is a time consuming media. It costs the valuable time of both the writer and the reader.
- ◆ Red-Taoism: Red-Taoism is one of the most disadvantages of written communication. It means to take time for approval of a project.
- ◆ Useless for illiterate person: If message receiver is illiterate, written communication is quite impossible. This is major disadvantage written communication.
- ◆ Difficult to maintain secrecy: It is an unexpected medium to keep business secrecy. Secrecy is not always possible to maintain through written communication. Because here needs to discuss everything in black and white.
- ◆ Lack of flexibility: Since writing documents cannot be changed easily at any time. Lack of flexibility is one of the most important limitations of written communication.
- ◆ Delay in response: It takes much time to get a response from the message receiver; prompt response is not possible in case of written communication that is possible in oral communication.
- ◆ Delay in decision making: Written communication takes much time to communicate with all the parties concerned. So the decision maker cannot take decisions quickly.

- ◆ Cost in record keeping: It is very difficult and expensive to keep all the records in written communication.
- ◆ Complex words: Sometimes the writer uses complex words in writing a message. It becomes difficult to meaning out to the reader. So the objectives of the communication may lose.
- ◆ Lack of direct relation: If there is no direct relation between the writer and the reader, writer communication cannot help to establish a direct relation between them.
- ◆ Other: Prompt feedback is impossible, Slowness, Bureaucratic attitude, Understanding problem between boos and subordinates, lack in quick clarification and correction, formality problem, lack of personal intimacy, etc.

B. NONVERBAL COMMUNICATION

- ✚ Nonverbal communication is the sending or receiving of wordless messages. Such gesture, body language, posture, tone of voice or facial expressions is called nonverbal communication.
- ✚ It is all about the body language of speaker.

It has three elements:

1. Appearance (speaker) - Clothing, hairstyle, neatness, use of cosmetics; Appearance (surrounding) – room size, lighting, decorations, furnishings
2. Body language - facial expressions, gestures, postures
3. Sounds - voice tone, volume, speech rate

C. VISUAL COMMUNICATION

- ✚ Visual communication, on the other hand, is the type of communication that uses visuals to convey information and/or messages. Some examples are signs, symbol, imagery, maps, graphs, charts, diagrams, pictograms, photos, drawings or illustrations, and even various forms of electronic communication.
- ✚ Visual communication now occupies an important place in any work environment. For instance, during presentations, instructors, managers, doctors, lawyers, legislators and the like use visuals to transfer data into digestible information. Very likely, they have greater success in catching the attention of the audience making the latter easily recall the information.

Verbal Communication: Visual- Advantages

- ✚ It makes use of technology that provides apps(applications), videos and images that rely less on the printed word making presentations more interesting. This leaves a powerful effect on the audience and prospective clients.

- ✚ Speakers/presenters should be mindful of the content of their presentation since wrong and irrelevant information may lead to miscommunication. Likewise, they should pay attention to graphic elements, such as position, color, size, shape and orientation as all these play an important role in the presentation of slides. Audience size should be considered as well when preparing slide presentations or other forms of visuals.

Types of Communication according to Context

This sub-section, context in communication is referred to as composite of people interacting with each other. Communication may also be classified according to context: (1) intrapersonal; (2) interpersonal

A. INTRAPERSONAL COMMUNICATION

- ✚ The Latin prefixes **intra-**means within or inside. Intrapersonal communication then means **talking to oneself**. Some label it as **self or inner talk, inner dialogue**. Psychologists call it with other names such as self-verbalization or self-statement.
- ✚ Intrapersonal communication can be defined also as communication with one's self, and that may include self-talk, acts of imagination and visualization, and even recall and memory (McLean, 2005).

You read on your phone that your friends are going to have dinner at your favorite restaurant. What comes to mind? Sights, sounds, and scents? Something special that happened the last time you were there? Do you contemplate joining them? Do you start to work out a plan of getting from your present location to the restaurant? Do you send your friends a text asking if they want company? **Until the moment when you hit the —send button, you are communicating with yourself.**

- ✚ Communications expert Leonard Shedletsky examined intrapersonal communication through the eight basic components of the communication process (i.e., **source, receiver, message, channel, feedback, environment, context, and interference**) as transactional, but all the interaction occurs within the individual (Shedletsky, 1989). From planning to problem solving, internal conflict resolution, and evaluations and judgments of self and others, we communicate with ourselves through intrapersonal communication. All this interaction takes place in the mind without externalization, and all of it relies on previous interaction with the external world.

B. INTERPERSONAL COMMUNICATION

- ✚ Interpersonal communication can be defined as communication between two people, but the definition fails to capture the essence of a relationship. This broad definition is useful when we compare it to intrapersonal communication, or communication with ourselves, as opposed to mass communication, or communication with a large audience, but it requires clarification. The developmental view of interpersonal communication places emphasis on the relationship rather than the size of the audience, and draws a distinction between impersonal and personal interactions. Family for many

is the first experience in interpersonal relationships, but as we develop professionally, our relationships at work may take on many of the attributes we associate with family communication. We look to each other with similar sibling rivalries, competition for attention and resources, and support. The workplace and our peers can become as close, or closer, than our birth families, with similar challenges and rewards. To summarize, interpersonal relationships are an important part of the work environment.

KEY TAKEAWAYS

1. Communication is defined as the process of transmitting information and common understanding from one person to another.
2. There are three types of communication according to mode: 1. Verbal Communication; 2. Non-verbal communication, and; 3. Visual Communication.
3. There are also two types of communication according to context: 1. Intrapersonal Communication, and; 2. Interpersonal Communication

WEEK 1: ESSENTIAL UPDATE #1

After reading the module, make an Essential update of 300 words or more about three (3) examples of communication that you experience in your day to day life as a member of your family, as a student, and as a member of the community. Classify these examples according to the type of communication it falls under.

Note:

1. *The Essential Update can be found at the Discussion Forum on Google Classroom titled, "WEEK 1: ESSENTIAL UPDATE #1"*
2. *For this update, you are required to peer-review at least three (3) essential updates from your classmate.*

TEST YOURSELF

Directions: Circle the letter of your answer.

1. It is define as the process of transmitting information and common understanding from one person to another.
a. Communication b. Speaker c. Process d. Purpose
2. It is a type of communication that uses visuals to convey information and/or messages.
a. Non-verbal b. Verbal c. Visual d. Intrapersonal
3. It is defined also as communication with one's self, and that may include self-talk, acts of imagination and visualization, and even recall and memory.
a. Verbal b. Interpersonal c. Intrapersonal d. Non-verbal

LESSON 2:
THE PROCESS AND ELEMENTS OF
COMMUNICATION



LEARNING OUTCOMES

After the learning engagements, the learners will be able to:

1. Identify the elements of communication in various texts;
and
2. Illustrate the communication process;

COMMUNICATION AS PROCESS

In a survey conducted by the Katz Business School at the University of Pittsburg, organizations rated communication skills as the most important factor used in selecting their management staff. The study found that oral and written communication skills were important in predicting job success, as was the ability to communicate well with others in the workplace (Mtd Training, 2010).

This result makes sense after all since communication is innate to us. Therefore for us to be able to communicate well is important. If we are not able to communicate well, the messages we send get lost in translation (Mtd Training, 2010). Similarly, Bernales, Balon and Biligan (2018) stated that when the flow of information is blocked for some reason or the parties cannot make themselves understood, then communication fails.

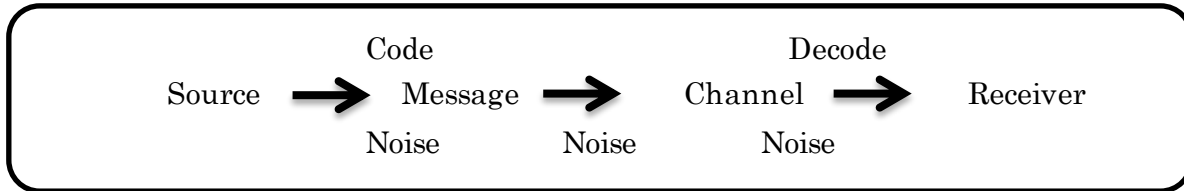
Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas.

So how do we communicate effectively?

We must consider a deeper understanding of the process and elements of communication. Communication process may be simple to complex depending on the situation. To understand the process there is a need to know the elements or components of the process.



Directions: Create a specific example that shows how the model below illustrates various components of communication.



Source:

Code:

Message:

Channel:

Noise:

Decode:

Receiver:

ELEMENTS OF COMMUNICATION PROCESS

- ◆ Speaking and listening are vital elements of communication. Therefore, in any communication situation, you are both speaker and listener. (Villamarzo, 2003)
- ◆ Eugene White (1960) mentions eight stages in the cycle of communication. These are:
 - Thinking
 - Symbolizing
 - Expressing
 - Transmitting
 - Receiving
 - Decoding
 - Reacting, and
 - Monitoring
- ◆ Roman Jakobson mentions the following as components of communication:
 - Addressor (speaker)
 - Addressee (listener)
 - Context (situation)
 - Contact
 - Code, and
 - Message

- ◆ Gronbeck defines model as “a picture or a representation of a thing or process that identifies the key parts or elements and indicates how each element affects the operations of all of the elements.
- ◆ Communication Model, therefore, is a sketch that shows the basic elements of the communication process, and how each element affects the other elements in the entire communication process as a system

COMPONENTS OF COMMUNICATION

1. SPEAKER/ SENDER

- A person who sends the message
- A sender makes use of symbols (words or graphs or visual aids) to convey the message and produce required response.
- Sender maybe an individual or a group or an organization
- The views, background, approach, skills, competencies and knowledge of the sender have great impact on the message.
- The communication process begins with the sender, who is also called the communicator or source. The sender has some kind of information – a command, request, or idea – that he or she wants to share with others. In order for the message to be received, the sender must first encode the message in a form that can be understood and then transmit it.

2. MESSAGE

- Is the key idea that the sender wants to communicate
- It is a sign that elicits the response of the recipient.
- Communication process begin with decoding about the message to be conveyed.
- It must be ensured that the main objective of the message is clear.
- Message is what you communicate verbally or non –verbally
- The message or content is the information that the sender wants to relay to the receiver. It is relayed between the parties. Put all three together and you have the communication process at its most basic.
- It also refers to the thoughts, ideas, or information that you convey to your listeners.
 - Verbal delivery of messages includes:
 - Elements of voice (rate, volume, pitch, and quality)
 - Articulation, and
 - Pronunciation
 - Verbal message consists of three variables:
 - Content (is everything you say about something: referential or relational) Ref- all relevant to your topic; Rel – a suggestion of any relationship to your listeners

- Structure (the pattern of organization you follow)
- Style (how you express your ideas)

3. CHANNEL OR MEDIUM

- Is the means used to exchange or transmit the message
- The channel or medium is the language you use.
- The means through which the sender must choose an appropriate medium for transmitting the message else the message might not be conveyed.
- It is also called channel, the medium is the means by which a message is transmitted. Text messages, for example, are transmitted through the medium of cell phones.

4. RECEIVER OR LISTENER

- a person for whom the message is intended, aimed or targeted
- The degree to which the decoder understands the message is dependent upon various factors such as: knowledge of recipient, their responsiveness to the message, and the reliance of the encoder on the decoder.
- The person to whom a message is directed is called the receiver or the interpreter. In order to comprehend the information from the sender, the receiver must first be able to receive the sender's information and then decode or interpret it.

5. FEEDBACK

- Is the main component of the communication process as it permits the sender to analyze the efficacy of the message?
- It helps the sender in confirming the correct interpretation of message by the decoder.
- Feedback maybe verbal or non-verbal.
- The communication process reaches its final point when the message has been successfully transmitted, received, and understood.
- The receiver, in turn, responds to the sender, indicating comprehension. Feedback may be direct, such as written or verbal response, or it may take the form of an act or deed in response.
- The communication process is not always simple or smooth, of course. Two other elements may affect how the message is transmitted, received, and interpreted.

6. NOISE

- This can be any sort of interference that affects the message being sent, received, or understood. It can be as literal as static over a phone line or esoteric as misinterpreting a local custom.

7. SITUATION or CONTEXT

- It refers to the time and place in which communication occurs
- This is the setting and situation in which communication takes place. Like noise, context can have an impact of the successful exchange of information. It may have a physical, social, or cultural aspect to it

THE COMMUNICATION PROCESS

- ◆ The goal of communication is to convey information—and the understanding of that information—from one person or group to another person or group. This communication process is divided into three basic components: A sender transmits a message through a channel to the receiver. (Figure shows a more elaborate model.) The sender first develops an idea, which is composed into a message and then transmitted to the other party, who interprets the message and receives meaning. Information theorists have added somewhat more complicated language. Developing a message is known as encoding. Interpreting the message is referred to as decoding.

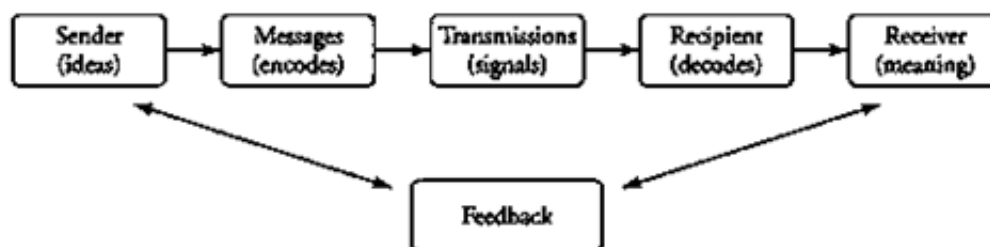


Figure 1
Communication model.

- ◆ The other important feature is the feedback cycle. When two people interact, communication is rarely one-way only. When a person receives a message, she responds to it by giving a reply. The feedback cycle is the same as the sender-receiver feedback noted in Figure 1. Otherwise, the sender can't know whether the other parties properly interpreted the message or how they reacted to it. Feedback is especially significant in management because a supervisor has to know how subordinates respond to directives and plans. The manager also needs to know how work is progressing and how employees feel about the general work situation.
- ◆ The critical factor in measuring the effectiveness of communication is common understanding. Understanding exists when all parties involved have a mutual agreement as to not only the information, but also the meaning of

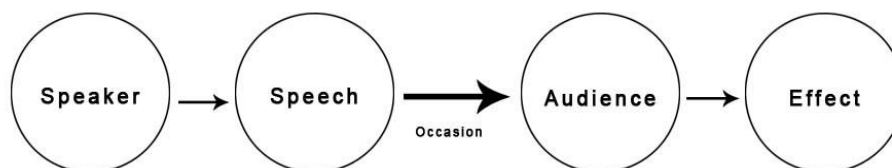
the information. Effective communication, therefore, occurs when the intended message of the sender and the interpreted message of the receiver are one and the same. Although this should be the goal in any communication, it is not always achieved.

- ◆ The most efficient communication occurs at a minimum cost in terms of resources expended. Time, in particular, is an important resource in the communication process. For example, it would be virtually impossible for an instructor to take the time to communicate individually with each student in a class about every specific topic covered. Even if it were possible, it would be costly. This is why managers often leave voice mail messages and interact by e-mail rather than visit their subordinates personally.
- ◆ However, efficient time-saving communications are not always effective. A low-cost approach such as an e-mail note to a distribution list may save time, but it does not always result in everyone getting the same meaning from the message. Without opportunities to ask questions and clarify the message, erroneous interpretations are possible. In addition to a poor choice of communication method, other barriers to effective communication include noise and other physical distractions, language problems, and failure to recognize nonverbal signals.
- ◆ Sometimes communication is effective, but not efficient. A work team leader visiting each team member individually to explain a new change in procedures may guarantee that everyone truly understands the change, but this method may be very costly on the leader's time. A team meeting would be more efficient. In these and other ways, potential tradeoffs between effectiveness and efficiency occur. (“The Communication Process,” n.d.)

The Communication Process

There are many communication models that can be used to visually describe different communication situations. Here are some models that will allow us to get a deeper understanding of the communication as process.

I. ARISTOTLE’S COMMUNICATION MODEL (1)



ARISTOTLE’S MODEL OF COMMUNICATION

Figure 2. Aristotle’s Model of Communication (1)

Aristotle proposed the model before 300 B.C. He found the importance of the audience role in communication chain. This model is more focused on public speaking than interpersonal communication.

Aristotle's Model of Communication is formed with five (5) basic elements, namely: **1. Speaker, 2. Speech, 3. Occasion, 4. Audience, and 5. Effect.**

Aristotle advises speakers to build speech for different audience on different time (occasion) and for different effect.

II. ARISTOTLE'S MODEL OF COMMUNICATION (2)

Aristotle defined communication (called RHETORIC in his time) as "the faculty of observing, in any given case, the available means of persuasion." The model shows the process which the speaker must follow to communicate his idea or message to his intended listener. This process involves four steps:

- 1) A Speaker discovers some logical, emotional and ethical proofs;
- 2) He arranges these materials strategically;
- 3) He clothes the ideas in clear, compelling words; and
- 4) He delivers the resulting speech appropriately.

IMPORTANT SKILLS OF A SPEAKER

The Aristotelian model seems to emphasize four important "faculties" or skills of a speaker, which he must use (observe) as a means of persuading his listeners (audience) to act according to his please or intentions.

These skills are as follows:

- 1) Logical reasoning skills coupled with the ability to present ethical and emotional proofs of ideas he advances or proposes;
- 2) Skills in organizing or positioning his speech materials strategically (or simply put, the proper ordering or sequencing of materials in order to help the listener follow the speaker's thoughts to an effective close or ending);
- 3) Skills in presenting his ideas/ messages in clear and compelling words; and
- 4) Skills in delivering his resultant speech in appropriate oratorical style (e.g. correct pronunciation, volume of voice, rate of speed, gestures or body language, timing, etc.).

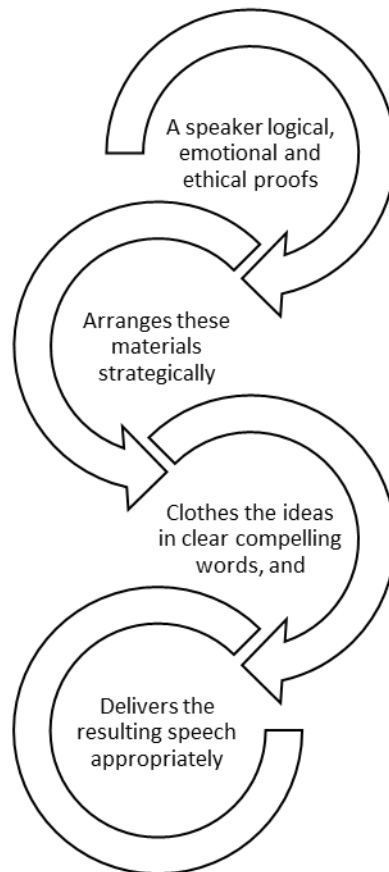


Figure 3. Aristotle's Model of Communication (2)

Although not specifically indicated in the model above, it is clear that the communication process has these elements: (1) a Speaker, (2) an Idea or Message, and (3) an Audience or Listener (s). It can also be safely assumed that there is a channel chosen – the means to carry the idea or message across to the listener; and the channel chosen is the human voice – the public speech instrument.

The Aristotelian model is **SPEAKER-CENTERED**. But, of course, during his time, the emphasis was the training of speakers – public speakers called orators, skillful in the art of reasoning and persuasion.

III. SHANNON'S MODEL

This model argues that communication can be broken down into 6 key concepts: sender, encoder, channel, noise, decoder, and receiver. A later version of the theory by Warren Weaver added a 7th concept ('feedback') which changed the model from a linear to cyclical model (Drew, 2020).

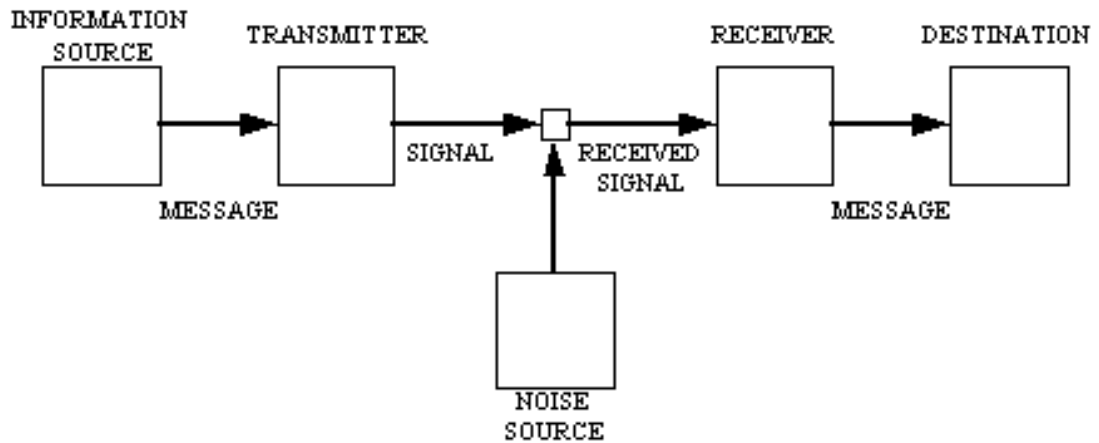
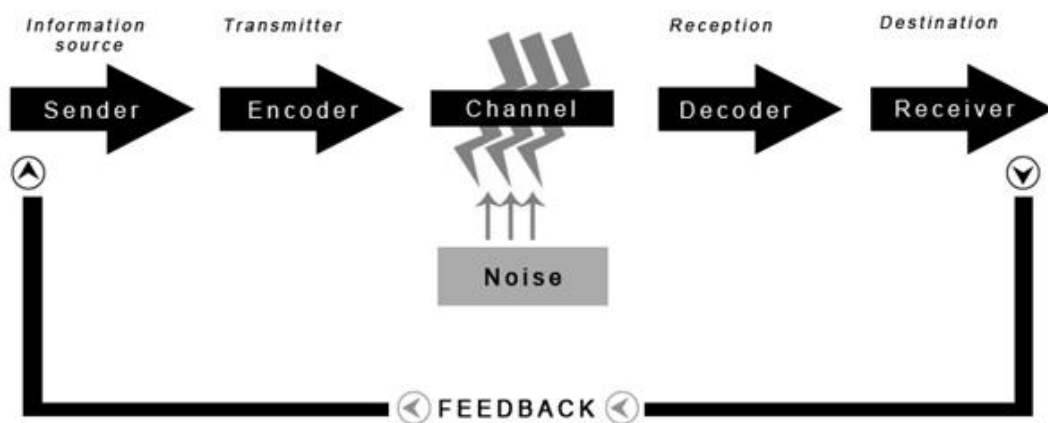


Figure 4. Shannon's Model of Communication

It is known as the “mother of all models” because of its wide popularity. The model is also known as ‘information theory’ or the ‘Shannon theory’ because Shannon was the main person who developed the theory. The model's primary value is in explaining how messages are lost and distorted in the process of communication (Drew, 2020).

IV. SHANNON-WEAVER MODEL

Drew, C. (2020) explains that the Shannon-Weaver model follows the concept of communication in a linear fashion from sender to receiver with the following steps:



SHANNON-WEAVER'S MODEL OF COMMUNICATION

Figure 5. Shannon- Weaver Model of Communication

1. Sender (Information Source)

The model starts with the sender. They are the person (or object, or thing) who has the information to begin with (the 'information source'). The sender starts the process by choosing a message to send, someone to send the message to, and a channel through which to send the message.

A sender can send a message in multiple different ways: it may be orally (through spoken word), in writing, through body language, music, etc.

Example: An example of a sender might be the person reading a newscast on the nightly news. They will choose what to say and how to say it before the newscast begins.

2. Encoder (Transmitter)

The encoder is the machine (or person) that converts the idea into signals that can be sent from the sender to the receiver. The Shannon model was designed originally to explain communication through means such as telephone and computers which encode our words using codes like binary digits or radio waves.

However, the encoder can also be a person that turns an idea into spoken words, written words, or sign language to communicate an idea to someone.

Examples: The encoder might be a telephone, which converts our voice into binary 1s and 0s to be sent down the telephone lines (the channel). Another encode might be a radio station, which converts voice into waves to be sent via radio to someone.

3. Channel

The channel of communication is the infrastructure that gets information from the sender and transmitter through to the decoder and receiver. We sometimes also call this the 'medium'.

Examples: A person sending an email is using the world wide web (internet) as a medium. A person talking on a landline phone is using cables and electrical wires as their channel.

If we're face-to-face, perhaps we don't have a channel, except the sound waves from our voice that carry the sound from the sender's mouth to the receiver's ear.

4. Noise

Noise interrupts a message while it's on the way from the sender to the receiver. It's named after the idea that 'noise' could interrupt our understanding of a message. There are two types of noise: internal and external.

Internal noise happens when a sender makes a mistake encoding a message or a receiver makes a mistake decoding the message. Here's the two points where it can happen:

At the point of encoding (for example, when you misspell a word in a text message);
At the point of decoding (for example, when someone misinterprets a sentence when reading an email)

External noise happens when something external (not in the control of sender or receiver) impedes the message. So, external noise happens:

At the point of transmission through the channel (for example, when we're having a conversation by a busy highway and the receiver is having trouble hearing over the sound of cars)

One of the key goals for people who use this theory is to identify the causes of noise and try to minimize them to improve the quality of the message.

Examples: Examples of external noise may include the crackling of a poorly tuned radio, a lost letter in the post, an interruption in a television broadcast, or a failed internet connection.

Examples of internal noise may include someone having a headache so they can't concentrate, someone speaking with a heavy accent, or when the sender mumbles when speaking.

5. Decoder

Decoding is the exact opposite of encoding. Shannon and Weaver made this model in reference to communication that happens through devices like telephones. So, in this model, there usually needs to be a device that decodes a message from binary digits or waves back into a format that can be understood by the receiver.

If we're talking about direct communication between people without the use of technology, there may still be a need for decoding. For example, you might need to decode a secret message, turn written words into something that makes sense in your mind by reading them out loud, or you may need to interpret (decode) the meaning behind a picture that was sent to you.

Examples: Decoders can include computers that turn binary packets of 1s and 0s into pixels on a screen that make words, a telephone that turns signals such as digits or waves back into sounds, and cell phones that also turn bits of data into readable (and listenable) messages.

6. Receiver (Destination)

The receiver is the end-point of Shannon and Weaver's original linear framework. This is the step where the person finally gets the message, or what's left of it after accounting for noise.

Examples: Examples of a receiver might be: the person on the other end of a telephone, the person reading an email you sent them, an automated payments system online that has received credit card details for payment, etc.

7. Feedback

The 'feedback' step was not originally proposed by Shannon and Weaver in 1948. Norbert Weiner came up with the feedback step in response to criticism of the linear nature of the approach. ('Linear' means that the messages are only going one way).

Feedback occurs when the receiver of the message responds to the sender in order to close the communication loop. They might respond to let the sender know they got the message or to show the sender:

Whether they got the message clearly without noise

How well they understand the message

Nonetheless, the 'feedback' elements seems like a post-hoc add-on to the model, and is the subject of a lot of criticism (see later in this article on 'disadvantages of the model' for details).

Examples: Feedback does not occur in all situations. Sometimes, like when watching TV, we don't tend to let the people talking on the TV know what we're thinking ... we simply watch the show.

Some times when feedback will occur include:

During a chat between friends

When you write a reply email

Through your facial expressions and body language during a conversation

Etc.

V. BERLOS' SMCR MODEL

Berlo's model follows the SMCR model. This model is not specific to any particular communication.

Berlo's model includes a number of factors under each of the elements:

Source: The source is situated where the message originates.

Communication skills – It is the skill of the individual to communicate. For example, the ability to read, write, speak, listen etc.

Attitudes – This includes attitudes towards the audience, subject and towards oneself. For example, for the student, the attitude is to learn more and for teachers, it is to help teach.

Knowledge– Communicating also means that the person needs to be knowledgeable about the subject or topic. For e.g. a teacher needs to know about the subject in

detail that he or she teaches so that they can communicate properly such that the students understand here.

Note: It refers, not to the general knowledge, but to the knowledge of the subject that the person is communicating and their familiarity with it.

Social system – The social system includes the various aspects of society like values, beliefs, culture, religion and a general understanding of society. It is where the communication takes place.

For example, classrooms differ from country to country just like people's behaviours and how they communicate, etc.

Note: We can communicate only to the extent that the social system allows. When we communicate, we take the social system into account.

Culture: Culture of a particular society also comes under the social system.

According to this model, people can communicate only if the above requirements are met in the proper or adequate proportion.

Encoder: The sender of the message, from where the message originates, is referred to as the encoder. So the source encodes the message here.

Message

Content – The body of a message, from the beginning to the end, comprises its content. For example, whatever the class teacher teaches in the class, from beginning to end, is the content of the message.

Elements – It includes various things like language, gestures, body language, etc. They constitute all the elements of a particular message. Any content is accompanied by some elements.

Treatment – It refers to the packing of the message and the way in which the message is conveyed or the way in which it is passed on or delivered.

Note: When there is too much treatment, communication will not go smoothly.

Structure– The structure of the message refers to how it is arranged; the way people structure the message into various parts.

Note: Message is the same, but if the structure is not properly arranged then the receiver will not understand the message.

Code– The code of the message refers to the means through which it is sent and in what form. It could be, for example, language, body language, gestures, music, etc. Even culture is a code. Through this, people give and receive messages and communication takes place.

Note: Only when the code is clear, the message will be clear. The wrong usage may lead to misinterpretation.

Channel– It refers to the five sense organs. The following are the five senses:

- Hearing
- Seeing
- Touching
- Smelling
- Tasting

Communication occurs through one or more of these channels.

Hearing: The use of ears to receive the message. For example, orally transmitted messages, interpersonal communication etc.

Seeing: Visual channels, for example, Watching television so the message is conveyed through the scene/film.

Touching: The sense of touch can be used as a channel to communicate. For example, we touch, buy food, hugging our loved ones, etc.

Smelling: Smell also can be a channel to communicate. For example, perfumes, food, fragrances etc. Charred smell communicates something is burning. People can deduct which food is being cooked by its smell etc.

Tasting : The tongue is a muscular organ used in the act of eat and taste food. For example, while a food is being shared, the communication can happen regarding its taste.

Note: Despite not mentioning a medium, we need to assume that as communication is taking place, channels can be any of the 5 senses or combination.

Decoder: The person who receives the message and decodes it is referred to a decoder.

Receiver: The receiver needs to think all the contents and elements of the source, so as to communicate/responds to sender effectively.;

Berlo's model believes that for effective communication to take place, the source and the receiver need to be on the same level. Only then communication will happen or take place properly. Hence, the source and the receiver should be similar.

For example, if the communication skill of the source is good, then the receiver should have equally good listening skills.

It cannot be said that the receiver does not receive the whole message because even though he may receive it, but may not be able to interpret its meaning. For effective communication, the source and the receiver need to be on the same level.

Note: Self-image differs from person to person. For communication, the person should consider the receiver, speak accordingly and give them what they need.

Criticism of Berlo's SMCR model of communication:

1. There is a lack of feedback. The effects are practically unknown.
2. It does not mention the barriers to communication.
3. There is no room for noise.
4. It is a rather complex model.
5. It is a linear model of communication.
6. It requires people to be on the same level for effective communication to happen. However, that rarely happens in everyday life.
7. The main drawback of the model is that it omits the usage of sixth sense as a channel of communication, which is an asset to human beings (thinking, understanding, analyzing etc.)

(Source: BERLO'S SMCR MODEL OF COMMUNICATION. (2019, September 24). Retrieved June 5, 2020, from <https://www.communicationtheory.org/berlos-smcr-model-of-communication/>)

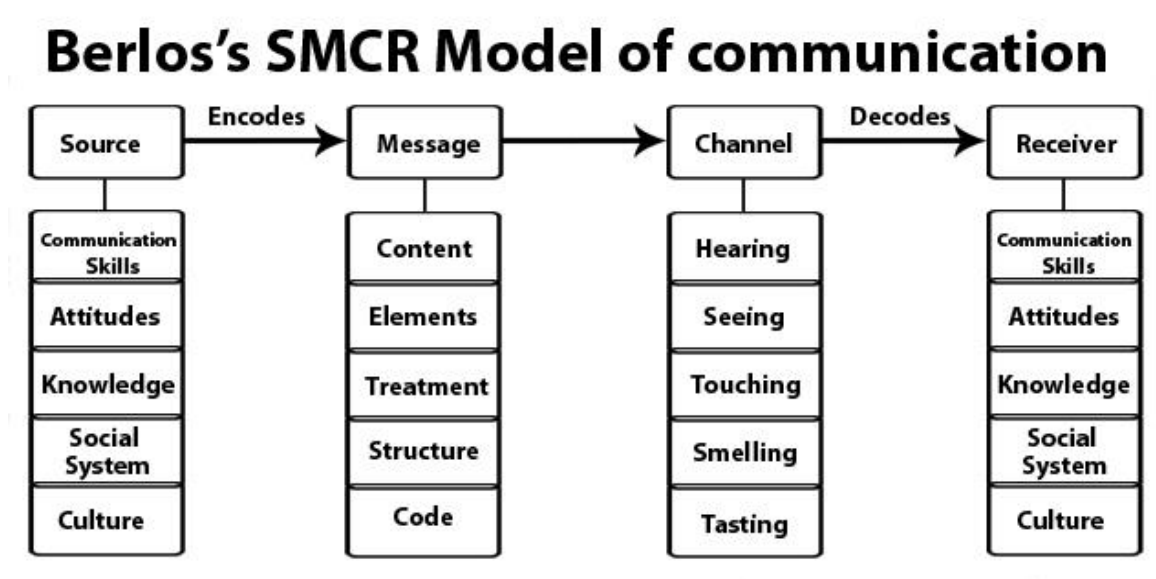


Figure 6. Berlo's Model of Communication

VI. SCHRAMM'S MODEL, 1954

Schramm's Model of Communication, 1954

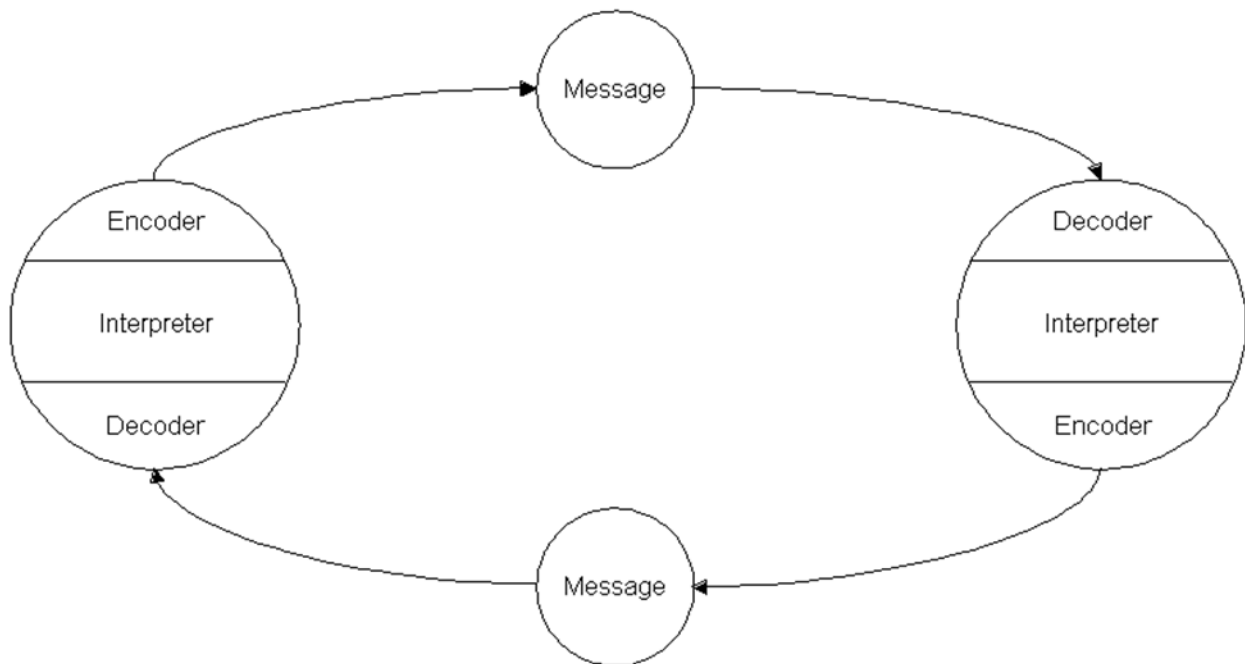


Figure 6. Schramm's model of communication

Janse (2019) in his article explains that the Schramm Communication Model is a **cyclical communication model** containing all basic principles of communication. The Schramm Communication Model offers a classic approach to and explanation of communication. It can be used to determine how communication between two people works when they're exchanging information, ideas, or attitudes.

The cyclical communication model is based on the theory and belief that communication is a two-way street. This means there's at least a sender and a recipient. The model contains at least one other element as well; the message itself. Usually communication takes place along the traditional path with a wasteful recipient and sender. The recipient and sender can also be one and the same. This is called intra-personal communication. The former is called interpersonal communication. Where several other models and theories about communication are linear in nature, the Schramm Communication Model is circular. This means at least two parties are required to send and receive a message. Both the sender and the recipient have to encode and decode the message to interpret the message correctly.

Wilbur Schramm published the circular communication model in 1954, several years after Lasswell's communication model was published. Schramm wrote and spoke about the communication model—based on the model by Charles Egerton Osgood—in his book 'The Process and Effects of Mass Communication'. He later made some changes, including introducing the field of experience, or commonality. This refers to

what is mutually understood between the recipient and the sender. A physics professor can teach mathematical principles to a class of psychology students, but it won't be easy as the students don't share a field of experience that would have made it easier to understand the message.

Three Elements

According to the Schramm Communication Model, communication is circular and the sender and recipient of the message can be the same person. A message is encrypted and passed on to the same person or to a different person. It is up to the recipient to decrypt the message, interpret it, and then encode it again before sending the message to a new recipient (circular). There is no fourth element, such as the in Berlo's SMCR communication model.

Source (Encoder)

The source of the message is the sender; the party who sent the message. The source has to be clear when sending the message and has to be able to show why it is important that the recipient reads it. This is why the sender of a message has to make sure that the information he is providing is useful, relevant, and accurate.

In order to ensure that the recipient can properly read the message, it has to be encoded. This means it is necessary for the recipient to know the sender. The success of the attempt at communication will depend on the ability to bring across the information in a simple but clear way. The way in which the message is encoded is influenced by cultural aspects, perceptions, knowledge, attitudes, experiences, and skills.

Recipient (Decoder)

The recipient of a message is the person or group to whom the message has been sent. Whether the recipient is able to decode the message depends on a number of factors. For instance, how much does the individual know about the topic of the message, but also how open are they for a message and do they trust the source. The interpretations of the recipient are influenced by cultural aspects, perceptions, knowledge, attitudes, experiences, and skills as well.

Decoding a message is a psychological process. After the message has been received, the stimulus is immediately sent to the brain for interpretation. This is where the message is given meaning, if at all. This processing phase is also called decoding. Communication is successful when the recipient correctly interprets the message from the source.

Message

In the studies of rhetoric and communication, a message is defined as information. This information is communicated through words or other characters and symbols. A message, either verbal or non-verbal, is the content of the communication process and plays an important role in the Schramm Communication Model.

A message may contain verbal content, such as speech, sign language, emails, WhatsApp messages, or phone calls. A message can also consist of non-verbal content, such as behavior, gestures, body language, eye contact, physical contact, timing, and even artifacts.

Feedback and Organizations

Although it's not clearly indicated in the Schramm Communication Model, recipients play an important role throughout the communication process. They are not only supposed to absorb the message, but they also receive the message and respond to it. The reply from the recipient to the sender's message is called feedback. Feedback can be both verbal and non-verbal. Sometimes it's a verbal response, sometimes it's just a sigh or a nod. Feedback is often expressed in writing, an email for instance.

Feedback is therefore a way to measure how the audience has received the message. This enables the sender to improve the effectiveness of the way messages are composed and sent. If the audience doesn't understand the message, the source of the message can refine it based on the feedback.

It's essential for effective communication in an open communication environment to offer the opportunity to provide feedback. A manager in a business environment should therefore create an atmosphere that stimulates feedback. Questions such as 'Do you get it?' and 'What do you think?' should be asked a lot more regularly. Moreover, organizations can gather feedback from employees in countless ways; surveys, open-door policy, newsletters, memos, and meetings.

Universal Law of Communication

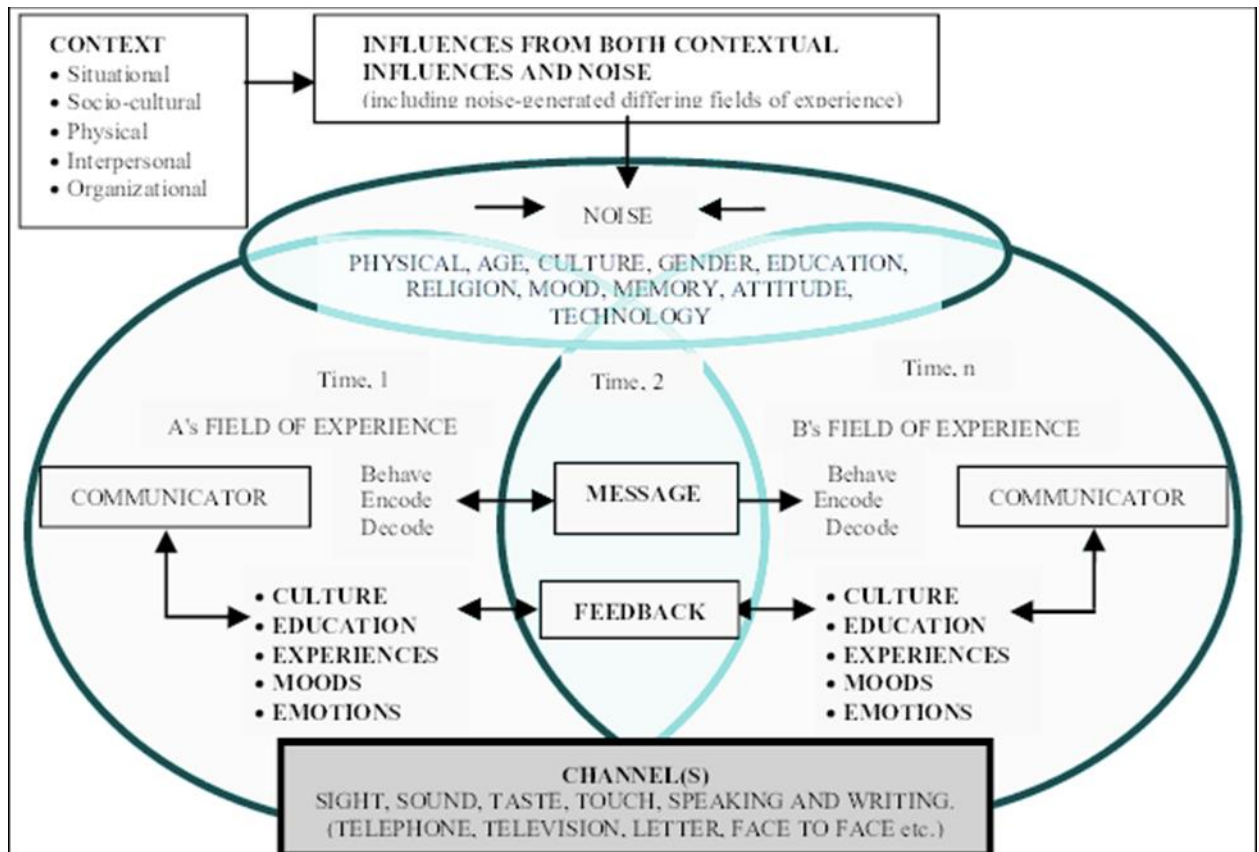
One of the first people who came up with a communication theory was Aristotle. A number of thinkers followed in his footsteps, including Lasswell, Berlo, and Shannon & Weaver. There is one universal law of communication that applies to all these theories, and it was written by S.F. Scudder in 1980. Scudder wrote that all living beings on planet earth have the ability to communicate. Communication takes place through different means, such as physical changes, language, breathing, movements, sounds, or by changing color.

In this law of communication, Scudder emphasized that communication was an essential survival tool for creatures, as well as enabling them to share information about their presence and conditions. According to the universal law of communication, communication is used to express biological needs as well as feelings, thoughts, and other kinds of information that are necessary to bring across the condition of a living creature.

As in the Schramm Communication Model encoding and decoding also happens in the universal law of communication. In this law the recipient does the decoding. The universal law of communication also states that the communication process can be interrupted in a number of ways. The reason for this is barriers. Barriers can alter the meaning of a message and lead to the recipient interpreting it incorrectly.

VII. TRANSACTIONAL MODEL OF COMMUNICATION

Transactional model of communication is the exchange of messages between sender and receiver where each take turns to send or receive messages.



Here, both sender and receiver are known as communicators and their role reverses each time in the communication process as both processes of sending and receiving occurs at the same time.

The communicators can be humans or machines but humans are taken as communicators in this article to analyze general communication between humans. The model is mostly used for interpersonal communication and is also called circular model of communication.

Transactional model is the process of continuous change and transformation where every component is changing such as the people, their environments and the medium used. Due to this, it assumes the communicators to be independent and act any way they want.

Since both sender and receiver are necessary to keep the communication alive in transactional model, the communicators are also interdependent to each other. For example, transactional communication is not possible if the receiver is not listening to sender.

The transactional model is the most general model of communication. Everyday talk and interactions are also a form of transactional model communication. It is more efficient for communicators with similar environment and individual aspects. For instance, communication between people who know each other is more efficient as they share same social system.

In transactional model, efficiency and reliability of communicated message also depends on the medium used. For example, the same message might not be perceived by a person the same way when it is send through a phone and when it is provided face to face. It is because of possible loss of message on a phone call or absence of gestures.

Factors Affecting Transactional Model

There are many factors directly or indirectly affecting the communication process in transaction model. These can be environmental noise or communication barriers. Environmental Noises can be Physical noise, physiological noise or psychological noise.

Transactional model relates communication to social reality of an individual or a group of people in social, cultural and relational contexts. Their responses cannot be predicted because they all have different backgrounds and mental conditions. Communication pattern depends on various factors such as physical, cultural, environmental, social, psychological, emotional, etc.

Cultural systems, social systems and relational situations are the most over-powering elements of the communication in transactional model, while physical and psychological context has considerable effect on the communication, enhancing or undermining it.

Social Context

Social context in communication refers to the norms, values, laws and other restrictions of a society to communicate within a specific limit. It also includes rules that bind people's ability to communicate. Society shapes the way a person communicates. Some of the examples are: greeting people when meeting, thanking, apologizing, etc.

People can also learn communication from trial and error method, and its consequences ranges from social exclusion to embarrassment. This model also adds that it's not just social reality that help people in the communication process but communication also shapes self and social reality in return. Communication is not only for exchanging messages but also to create and establish relationship helping people in the formation of a community.

Cultural Context

Cultural context is the lifestyle and identity of a person. Caste, class, race, ethnicity, gender, etc are the contexts which promotes communication. If two people

are from the same cultural group, they will have better communication with each other.

Cultural identities are made by communication. It changes the communication pattern of a person. Marginalization of cultural groups oppress their communication with the other parts of the society. People become unsure of themselves when they communicate with intercultural groups. Some people also take it as unacceptable.

People have a closed mindset about the other groups of people they communicate with displaying the trait of Ethnocentrism. Experiences, attitudes, moods, cultural beliefs, social up-bringing, mindset, their sense of reality and many other factors affect the responses and the message exchange.

Relational Context

Relational context of communication relates to relationship history and manners.

A person talks with an old friend differently than a stranger. Manners take the role of communication when it is with strangers. Manners come from pre-established norms and values, and are more scripted making interaction difficult. Type of relationship and the roles of people create differences in the way people communicate. Communication always occurs on the common systems of both the parties.

Criticisms of Transactional Model

- Without verbal response, the sender can not be sure that the receiver got the message as intended. Feedback is an important component in the communication process, especially in interpersonal communication as it gives a space to clarify misunderstandings.
- The transactional model gives the opportunity for a lot of noise because the communication is simultaneous. For example, when many people are talking at the same time in a meeting, the objective of the meeting will not be fulfilled.

Differences Between Transactional and Other Communication Models

TRANSACTIONAL MODEL	OTHER MODELS
Used for interpersonal communication	Used for Intrapersonal, interpersonal, group or mass communications.
Senders and Receivers are known as Communicators, they interchange their roles	Senders and receivers are different people
Includes the role of context and environment	Role of context and environment are not mentioned in other models

Includes noise and communication barriers as factors	Not necessarily have the concept of noise
Talks about non-verbal communication	Ignores non-verbal communication
Simultaneous feedback	Feedback comes later in interaction model and is not included in linear model

(SOURCE: businesstopia. (2018, February 15). Transactional Model of Communication. Retrieved June 5, 2020, from <https://www.businesstopia.net/communication/transactional-model-communication#:~:text=Transactional%20model%20of%20communication%20is,to%20send%20or%20receive%20messages.&text=The%20model%20is%20mostly%20used,called%20circular%20model%20of%20communication.>)

KEY TAKEAWAYS

1. Communication as process involves key components for it to be successful. These key components are: (a) Speaker/ Sender; (b) Message; (c) Channel/ Medium; (d) Listener/ Receiver; (e) Feedback; (f) Noise, and; (g) Context/ Situation
2. Communication Models show how different situations vary the kind of communication that we use. Among these models is Aristotle's linear model that explains the type of communication that happens in public speaking. Some also explains the role of feedback, and noise or barriers to communication and more.
3. **Additional reference** for communication barriers: *Watch this Youtube video about communication barriers*: Communication Coach Alex Lyon. (2018, January 15). Communication Barriers [Video file]. In YouTube. Retrieved from <https://www.youtube.com/watch?v=isl468Hwr4o>

WEEK 1: ESSENTIAL UPDATE #2

Watch this Youtube video and make an Essential Update of 300 word or more: The Random Videos. (2018, February 20). COMMUNICATION PROBLEMS | Funny Video □ [Video file]. In YouTube. Retrieved from <https://www.youtube.com/watch?v=dBT6u0FyKnc>

After watching the video and reading the lesson, answer the following questions:

1. *Who was the sender? What was his/ her motivation or intention for participating in the communication situation?*
2. *Who was the receiver? What was his/ her motivation or intention for participating in the communication situation?*
3. *What was/were the sender's message/s? How did the receiver/s interpret the message/s?*
4. *What was the medium used? Was it effective in conveying the message/s?*
5. *What was/were the feedbacks? How did the receiver/s send the feedback/s*
6. *Was there any noise? If yes, how did the noise affect the message/s?*

Note:

1. *The Essential Update can be found at the Discussion Forum on Google Classroom titled, "WEEK 1: ESSENTIAL UPDATE #2"*
2. *For this update, you are required to peer-review at least three (3) essential updates from your classmate.*

TEST YOURSELF

Directions: Fill in the blanks.

Communication follows a certain process which is composed or done using different the elements. To start the conversation, the 1._____ formulates the message which will be transmitted to the 2._____. The (answer to number 1)'s job is to 3._____ or translate his message and he has to choose the media where the conversation will be grounded. After 4._____ the message, the receiver will then give 5._____ to complete the communication process. This process will cycle through until the purpose of the conversation is met.

LESSON 3:
PRINCIPLES OF COMMUNICATION



LEARNING OUTCOMES

After the learning engagements, the learners will be able to:

1. Identify and explain each of the different principles of communication; and
2. Exhibit effective communication through application of communication principles.

***PRINCIPLES ABOUT THE NATURE OF
COMMUNICATION***

Communication follows a set of rule or guidelines to ensure its effectiveness. The following principles if assimilated will facilitate communication and render it effective.



THINKING CAP ON

What do you mean by a principle?

My answer:



Write three (3) principles that you think govern communication.

My answer:

1.

2.

3.

FOLLOWING PRINCIPLES OF COMMUNICATION MAKE IT MORE EFFECTIVE:

1. Principle of Clarity:

The idea or message to be communicated should be clearly spelt out. It should be worded in such a way that the receiver understands the same thing which the sender wants to convey. There should be no ambiguity in the message. It should be kept in mind that the words do not speak themselves but the speaker gives them the meaning. A clear message will evoke the same response from the other party. It is also essential that the receiver is conversant with the language, inherent assumptions, and the mechanics of communication.

2. Principle of Attention:

In order to make communication effective, the receiver's attention should be drawn towards message. People are different in behavior, attention, emotions etc. so they may respond differently to the message. Subordinates should act similarly as per the contents of the message. The acts of a superior also draw the attention of subordinates and they may follow what they observe. For example, if a superior is very punctual in coming to the office then subordinates will also develop such habits. It is said that 'actions speak louder than words.

3. Principle of Feedback:

The principle of feedback is very important to make the communication effective. There should be feedback information from the recipient to know whether he has understood the message in the same sense in which the sender has meant it.

4. Principle of Informality:

Formal communication is generally used for transmitting messages and other information. Sometimes formal communication may not achieve the desired results, informal communication may prove effective in such situations. Management should use informal communication for assessing the reaction of employees towards various policies. Senior management may informally convey certain decisions to the employees for getting their feedback. So this principle states that informal communication is as important as formal communication.

5. Principle of Consistency:

This principle states that communication should always be consistent with the policies, plans, programs and objectives of the organization and not in conflict with them. If the messages and communications are in conflict with the policies and programs then there will be confusion in the minds of subordinates and they may not implement them properly. Such a situation will be detrimental to the interests of the organization.

6. Principle of Timeliness:

This principle states that communication should be done at proper time so that it helps in implementing plans. Any delay in communication may not serve any purpose rather decisions become of historical importance only.

7. Principle of Adequacy:

The information communicated should be adequate and complete in all respects. Inadequate information may delay action and create confusion. Inadequate information also affects efficiency of the receiver; so adequate information is essential for taking proper decisions and making action plans.

Source: ("7 Principles of Communication – Explained!," 2015)

PRINCIPLES OF COMMUNICATION (acc. to Bernales, Balon and Biligan, 2018):

1. Communication is an interaction situation wherein the participants are affected by each one's behavior:

Every message is simultaneously a stimulus to new behavior and a response to prior behavior of the receiver. No message should be isolated from what has occurred before between the communicants if we really want to understand the message. It should be understood in the totality of the situation.

2. One does communicate:

We do communicate even when we are ignoring the message of another or maintaining complete silence. An easy way to understand this would be to think what you would do if someone, you did not want to interact with, passed a smile to you. Even by ignoring him, you would still be communicating, "I do not want to relate to you". Silence, posture and all non-verbal behaviors are the ways we communicate even when we wish to deny doing so.

3. The message received is not necessarily the message sent:

We usually relate to others as if there was only one reality the way we perceive the world. We all live as separate individuals with different experiences and different views of 'reality'. How we interpret verbal and non-verbal messages may be quite different from the meaning intended by the speaker (communicator). Even when several people are viewing the same behavior, each interprets it differently. While talking or writing we are describing only those experiences that occur inside us and they may not be the same for others because every person, because of his different background, is unique.

4. Communication occurs simultaneously at more than one level:

We communicate on the level of the literal content of the information being conveyed as well as on the relationship level. In other words, we do not convey information to the receiver verbally only. By the context, in which the communication occurs, and by various verbal and non-verbal cues, we are also telling the other person how we

see our relationship with him, how we see ourselves, and how he should interpret our messages.

This second level of communication is called 'meta-communication' and refers to any communication about communication or any verbal or non-verbal cues about the literal content of the message sent. For example, I may say to another person, "I'm very happy with you", and be serious indicating that I do not mean what I say. I may also verbally meta-communicate by adding, "I was only joking", which tells the receiver how he should interpret my original statement.

The context in which communication occurs is another important component of meta-communication. If I slap my wife while travelling in the bus, I would be telling the world something quite different than if I were to do the same thing in my own house.

FOUR BASIC PRINCIPLES OF INTERPERSONAL COMMUNICATION

1. Interpersonal communication is inescapable

We can't not communicate. The very attempt not to communicate communicates something. Through not only words, but through tone of voice and through gesture, posture, facial expression, etc., we constantly communicate to those around us. Through these channels, we constantly receive communication from others. Even when you sleep, you communicate. Remember a basic principle of communication in general: people are not mind readers. Another way to put this is: people judge you by your behavior, not your intent.

2. Interpersonal communication is irreversible

You can't really take back something once it has been said. The effect must inevitably remain. Despite the instructions from a judge to a jury to "disregard that last statement the witness made," the lawyer knows that it can't help but make an impression on the jury. A Russian proverb says, "Once a word goes out of your mouth, you can never swallow it again."

3. Interpersonal communication is complicated

No form of communication is simple. Because of the number of variables involved, even simple requests are extremely complex. Theorists note that whenever we communicate there are really at least six "people" involved: 1) who you think you are; 2) who you think the other person is; 3) who you think the other person thinks you are; 4) who the other person thinks /she is; 5) who the other person thinks you are; and 6) who the other person thinks you think s/he is.

We don't actually swap ideas, we swap symbols that stand for ideas. This also complicates communication. Words (symbols) do not have inherent meaning; we simply use them in certain ways, and no two people use the same word exactly alike. Osmo Wiio gives us some communication maxims similar to Murphy's law (Osmo Wiio, *Wiio's Laws--and Some Others* (Espoo, Finland: Welin-Goos, 1978):

- If communication can fail, it will.

- If a message can be understood in different ways, it will be understood in just that way which does the most harm.
- There is always somebody who knows better than you what you meant by your message.
- The more communication there is, the more difficult it is for communication to succeed.

These tongue-in-cheek maxims are not real principles; they simply humorously remind us of the difficulty of accurate communication. (See also a commentary of Wiio's laws by Jukka Korpela.)

4. **Interpersonal communication is contextual**

In other words, communication does not happen in isolation. There is:

- Psychological context, which is who you are and what you bring to the interaction. Your needs, desires, values, personality, etc., all form the psychological context. ("You" here refers to both participants in the interaction.)
- Relational context, which concerns your reactions to the other person--the "mix."
- Situational context deals with the psycho-social "where" you are communicating. An interaction that takes place in a classroom will be very different from one that takes place in a bar.
- Environmental context deals with the physical "where" you are communicating. Furniture, location, noise level, temperature, season, time of day, all are examples of factors in the environmental context.
- Cultural context includes all the learned behaviors and rules that affect the interaction. If you come from a culture (foreign or within your own country) where it is considered rude to make long, direct eye contact, you will out of politeness avoid eye contact. If the other person comes from a culture where long, direct eye contact signals trustworthiness, then we have in the cultural context a basis for misunderstanding.

(Source: King, D. (n.d.). Four Principles of Interpersonal Communication. Retrieved June 5, 2020, from <http://www.pstec.edu/facstaff/dking/interpr.htm>)

KEY TAKEAWAYS

1. Principles are considerations in the communication process.
2. These principles ensure effective communication.
3. There are several principles that govern communication. Seven (7) of them are the Principle of Clarity, Attention, Feedback, Informality, Consistency, Timeliness, and Adequacy.
4. Interpersonal Communication (IC) is also ruled by four principles. These state that IC is (1) inescapable, (2) irreversible, (3) complicated, and (4) contextual.

WEEK 1: ESSENTIAL UPDATE #3

Make an Essential Update of 300 words or more describing a communication situation that shows at least three (3) principles of communication. You are encouraged to include media (e.g. pictures, video, etc.) to explain the principles of communication in your selected example.

Note:

1. *The Essential Update can be found at the Discussion Forum on Google Classroom titled, "WEEK 1: ESSENTIAL UPDATE #3"*
2. *For this update, you are required to peer-review at least three (3) essential updates from your classmate.*

TEST YOURSELF

Directions: Write True if the statement about the principles of communication is correct and False if otherwise. Write the answers of the space before each number.

- _____ 1. There should be no ambiguity in the message. Since words do not give the meaning but the people involved in the communication process, it is important that we deliver a clear message to the receiver.
- _____ 2. Despite being late, as long as communication is made it will still serve its purpose. Decisions can still be made and that is all that matters.
- _____ 3. How we interpret verbal and non-verbal messages may be quite different from the meaning intended by the speaker.
- _____ 4. Communication does not happen in isolation.
- _____ 5. We can always not communicate. It is something that we can choose to do.

LESSON 4: ETHICS OF COMMUNICATION



LEARNING OUTCOMES

After the learning engagements, the learners will be able to:

1. Identify and explain the different ethics in communications; and
2. Apply these ethics in real life situations.

ETHICS AND COMMUNICATION

Ethics is defined as a set of rules or guidelines; these are theories as to which is right or wrong. In communication, ethics is considerable important because it would likely guide everyone to effective communication. These ethical principles are universal in the sense that all people should consider these things because of their vitality in the communication process and effectiveness.

Communication ethics emphasizes that morals influence the behavior of an individual, group, or organization thereby affecting their communication. For instance, given the unethical communication practice of a certain company of concealing the non-remittance of deducted premiums from employees' salaries to the SSS or the Social Security System (or GSIS or Government Service Insurance System in the case of government offices), the company's accountability to its employees is undoubtedly affected. Compare this situation with that of an organization that observes ethical practice and remits the employees' monthly contributions to the SSS or GSIS regularly. It is important to note that one's behavior should be regulated by honesty, decency, truthfulness, sincerity, and moral uprightness.



THINKING CAP ON

What the following videos. Then briefly explain what is wrong in the situations presented.



Institute of Singapore Chartered Accountants. (2016, September 23). Ethics Case Study: It was Just a Careless Mistake [Video file]. In YouTube. Retrieved from <https://www.youtube.com/watch?v=ZwFvASop8nc>

My answer:





LS1ClassPrsnttns. (2017, June 3). Ethical dilemmas: Situations with students [Video file]. In YouTube. Retrieved from <https://www.youtube.com/watch?v=sQS6jKianYQ>

My answer:



ETHICS OF COMMUNICATION

Communication ethics is the notion that an individual's or group's behavior are governed by their morals which in turn affects communication. Generally speaking communication ethics deals with the moral good present in any form of human communication. This includes interpersonal communication, mass mediated communication, and digital communication.

The questions that need to be asked are the following:

1. What do ethics have to do with communication?
2. How can ethics (the consideration of right and wrong) help us in crafting our communications?
3. Is it possible to be an effective communicator and yet not an ethical communicator?

“Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others.”

– from the National Communication Association credo

Bernales, Balon and Biligan (2018) took the classic example of a charismatic, but immoral leader in explaining the concept of ethics in communication. He understands how to persuade his followers with dazzling rhetoric that appeals to their emotions. Is he an ethical communicator?

Communication ethics concerns not only the individual, but is of great concern to businesses, corporations, and professional entities. A business with unethical communication practices is not effective as one with ethical communication practices. For example, a business with unethical communication practices may withhold evidence that it is harming the environment or breaking a law through a lack of transparency; while a business with ethical practices will immediately press a release to the affected parties. In this example, transparency makes the business more effective because it notifies its clients, prospective or established, providers/suppliers, or other affiliates of the potential environmental hazard or law violation. In other words, in this example transparency will encourage trust and good faith, that the effective business will not conceal what is in the interest of its audience. (Bernales, Balon and Biligan, 2018).

Johnson (as cited in Bernales, Balon and Biligan, 2018) developed ten basics of Ethical Communication using principles learned in Straight Talk and Nonviolent Communication as wells as best practices for small group work in general:

1. Seek to “elicit the best” in communications and interactions with other group members.
2. Listen when others speak.
3. Speak non-judgmentally.
4. Speak from your own experience and perspective, expressing your own thoughts, needs, and feelings.
5. Seek to understand others (rather than to be “right” or “more ethical than thou”).
6. Avoid speaking for others, for example by characterizing what others have said without checking your understanding, or by universalizing your opinions, beliefs, values, and conclusions, assuming everyone shares them.
7. Manage your own personal boundaries: share only what you are comfortable sharing.
8. Respect the personal boundaries of others.
9. Avoid interrupting and side conversations.
10. Make sure that everyone has time to speak, that all members have relatively equal “air time” if they want it.

ETHICAL PRINCIPLES OF COMMUNICATION

Completeness

The message must be complete and geared to the receiver’s perception of the world. The message must be based on facts and a complex message needs additional

information and / or explanation. A good subdivision of subjects will clarify the message as a result of which there will be a complete overview of what is said.

Concreteness

Concrete business communication is also about a clear message. This is often supported by factual material such as research data and figures. The words used as well as the sentence structure can be interpreted univocally. Nothing is left to the imagination.

Courtesy

In addition to considering the feelings and points of view of the target group, it is also important to approach the audience in a friendly and courteous manner. Use of terms that show respect for the receiver contribute towards effective communication. The same goes for the manner in which you address someone. Not everyone will be charmed if you use a familiar form of address and use of a formal address could come across as too distant. By using the word ‘they’ a larger audience is immediately addressed.

Correctness

A correct use of language has the preference. In written business communication, grammatical errors must be avoided and stylistic lapses or a wrong use of verbs are not sufficient either in verbal communication. A correct use of language increases trustworthiness and the receiver will feel that they are taken seriously.

Clarity

Clear or plain language is characterized by explicitness, short sentences and concrete words. Fuzzy language is absolutely forbidden, as are formal language and cliché expressions. By avoiding parentheses and keeping to the point, the receiver will get a clear picture of the content of the message. Briefly-worded information emphasizes the essence of the message. Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level.

Consideration

Communicating with the target group (Consideration). In order to communicate well, it is important to relate to the target group and be involved. By taking the audience into account, the message can be geared towards them. Factors that play a role in this are for example: professional knowledge, level of education, age and interests.

Conciseness

A message is clear when the storyline is consistent and when this does not contain any inconsistencies. When facts are mentioned, it is important that there is consistent, supporting information. Systematically implementing a certain statement or notation also contributes to clear business communication. When statements are varied, they will confuse the receiver.

Observing a code of ethics is essential as it determines the kind of behavior that is proper and desirable over one that is displeasing and offensive. A code of ethics sets the standards to be observed by a person or a company that will create a good reputation or a positive image not only for an individual but also for the organization. It will, therefore, pave the way for the attainment of the desired results leading to the success of an individual or the entire company. Success in decision-making will likewise impact the company's reputation.

KEY TAKEAWAYS

1. Ethics is a set of rules and guidelines.
2. There are seven (7) ethical considerations in communication. These 7 C's are: completeness, concreteness, courtesy, correctness, clarity, consideration, and conciseness.
3. Our moral and values matter in communication.

WEEK 1: COLLABORATION

With the pre-assigned group, collaborate on applying the lesson in ethics in communication.

PROMPT

Read the situation carefully. Create a short skit of the meeting exemplifying Ethics in Communication. In the board meeting, students will review the current policy and discuss whether or not we accept the policy as it stands.

Write the script on a Google doc to be attached at the assignment. The names of the characters must be the names of the group members.

Situation: PUP Public Library was within two miles of a homeless shelter and many homeless individuals, who had to leave the shelter between the hours of 10:00 AM and 3:00 P.M., often went to the library. The new director often found these individuals sleeping or simply sitting in the library and decided it was bad for the library and its "real patrons." People pay taxes to come and use this library and I won't have them scared off by the smell or sight of these people. This library is not a shelter and, if they aren't paying taxes, they have no right to be here." The director then issued a new policy, which prohibited sleeping in the library and occupying the desk for longer than 2 hours, which prohibited sleeping in the library and occupying the desk for longer than 2 hours. Patrons could request the table longer if they had "legitimate" business. [end of quote]

Note:

1. *The Essential Update can be found at the Discussion Forum on Google Classroom titled, "WEEK 1, ASSIGNMENT 1: Communication Ethics Role Play Group # ___"*

TEST YOURSELF

Directions: List the 7 C's in Communication ethics.

1. —
2. —
3. —
4. —
5. —
6. —
7. —

Directions: (SHORT ANSWER) Why is ethics important in communication (3pts)

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Activity: Self-Appraisal Communications Survey

Materials Needed: Handouts/Transparency: Self-Appraisal Communications Survey

Directions: Students will complete the self-appraisal survey. Instructions and follow-up for the students are included on the form.

Many self-appraisal surveys of communication skills are flawed in that they call upon subjects to report on how well they actually communicate ("How well do you listen to others?"). Students cannot answer such questions with objectivity or much knowledge. How many people know how well they listen to others, and how many would be honest about their self-assessment?

This survey attempts to measure the extent that students work at becoming better communicators—a judgment they are more likely to be aware of and about which they can be candid. The fifteen (15) items of the survey closely parallel the major points made in the reading.

Follow-Up: Ask questions of the students such as:

- ◆ Does your score surprise you?
- ◆ Do you think it is accurate?
- ◆ What can you do to improve your score?

No answer key is needed.

**Time
Required:**
- - - - -

Source: Comex—The Communication Experience in Human Relations, Sussman and Deep, South-Western Publishing Company, 1984.

Self-Appraisal Survey—Communications

The purpose of this survey is to determine your susceptibility to being a source of communication breakdown. Since no one but you will see the results of this questionnaire, answer the questions as honestly as possible. Respond not as you would like to be seen as a communicator but as you really are.

Indicate how frequently you engage in the following behaviors when communicating with another person or persons.

Use this scale to describe your behavior.

- 4 – I always do this.
- 3 – I often do this.
- 2 – I sometimes do this.
- 1 – I seldom do this.
- 0 – I never do this.

- ___ 1. When I have something to say, I am open and honest about my need to say it.
- ___ 2. I communicate with an awareness that the words I choose may not mean the same thing to other people that they do to me.
- ___ 3. I recognize that the message I receive may not be the same one the other person intended to send.
- ___ 4. Before I communicate, I ask myself questions about who my receiver is and how that will affect his or her reception of my message.
- ___ 5. As I communicate to someone, I keep a watchful eye and ear out for an indication that I am understood.
- ___ 6. I make my messages as brief and to the point as possible.
- ___ 7. I consciously avoid the use of jargon with those who may not understand it.
- ___ 8. I consciously avoid the use of slang words and colloquialisms with those who may be put off by them.
- ___ 9. I try not to use red-flag words (words that might trigger an emotional response) that may upset or distract the receiver of my message.
- ___ 10. I recognize that how I say something is just as important as what I say.
- ___ 11. I analyze my communication style to determine what nonverbal messages I send and how well they conform to the meaning I desire to get across.

- ___ 12. I carefully consider whether my message would be best understood by my receiver in a face-to-face meeting, over the telephone, or in writing.
- ___ 13. I form opinions about what others say to me based on what I hear them saying rather than what I think of them as a person.
- ___ 14. I make a genuine effort to listen to ideas with which I don't agree.
- ___ 15. I look for ways to improve my listening skills.

TOTAL SCORE

Analyze Survey Results

Find your score on the following table.

Score	Interpretations
50 – 60	Are you sure you were honest? If so, you are an extremely effective communicator who almost never contributes to misunderstanding.
40 – 49	You are an effective communicator who only infrequently causes communication breakdown. The goal of these exercises is to move everyone up to this level.
30 – 39	You are an above average communicator with occasional lapses. You cause some misunderstandings but less than your share.
20 – 29	Many people (at least those who are honest) fall into this category. While things could be worse, there is much room for improvement in your communication style. The goal of these exercises is to move you to a higher category.
10 – 19	You are a frequent source of communication problems. Enthusiastically tackle the rest of these exercises and consider their implications for you personally.
Less Than	Your honesty is commendable, but it will take more than honesty to improve your communication effectiveness. Consider taking a communication course.