

01 / 08 / 08

- Thursday 11am-12:30pm @ Ellison 4810
- What is Communication - by scholars
  - The process of creating, transmitting, receiving and interpreting messages between a source and a receiver (Williams)
  - One person (or More) sends and receives messages that are distorted by noise, occur within a context, have some effect, and provide some opportunity for feedback
  - A process during which a source initiates a message using verbal and non verbal symbols and contextual clues to express meaning by transmitting information in such a way that similar of parallel understandings are constructed by the receiver
- Communication is:
  - Exchange of meaningful **symbols**
    - Can't exchange meaning without symbols
    - Idea in your head can only be broadcast with symbols
    - We hope that meaning is shared between sender and receiver
      - Speaking same language is a nice try... interpretation of words can also vary
      - Possible to take away slight twists, but hope to broadcast general understanding
  - A **process**
    - An on-going systematic activity
    - Can't rewind or go backwards... can only go forward (pile more words)
    - IS NOT RANDOM - what time is it... Saturday?
  - **Contextual**
    - Interpersonal dyads, groups, media, etc.
    - Very dependent on situation, culture, mom, dad, roommate, brother, home vs. work

01 / 10 / 08

- ★ • Course Reader Pickup at Grafikart on Saturday
- Conceptualization of Communication: Contexts and Functions

- **Communication is the exchange of meaningful symbols**
  - A process: an ongoing systematic activity
  - Contextual: dyads, groups, media, etc.

### **Contexts of Communication**

- Intrapersonal
  - Intra - within inside communication
  - Thinking, writing notes, thinking aloud
  - Thinking about other people and processing information, making sense of social world
  - Researchers often study: making attributions, forming impressions
- Interpersonal
  - Communication with another (dyad = 2 people)
  - Inter = between
  - Face to face communication or point to point
  - Involves self-disclosure, relational development, intimacy
  - Researchers often study: making friends, becoming intimate, falling apart, conflict, nonverbal messages
- Impersonal:
  - purchasing scantron
  - No relational development
  - Can turn interpersonal depending on situation- I'm in comm 1 to
- Small group
  - Interaction among 3 or more people (sub 25)
  - Not the number that really matters
  - Pursuing a common goal (social or task)
  - Researchers often study; group decision making (juries, teams), group dynamics, peer pressure
  - Fair amount of participation involved on all group members
- Public
  - 1 or a few individuals (panel) to an audience
  - Avoid calling it a large group
  - Anytime you have to give a presentation, prepared speech, best man at wedding
  - Majority of participation is done by speakers - relatively one way
  - Referred to as "face to face with a distance" with respect to immediacy
  - Standing vs. sitting creates a setting for distance
  - Researchers often study: rhetorical devices used in speeches, imagery in pop culture
- Organizational
  - Communication among members of an organization
  - Involved in many levels: student at UCSB, UC student, member in edu. Institution
  - More macro- (large scale) in focus
  - Formal organization structure (often large #s of people, but doesn't have to be)
  - Family communication not included in this...

- Can be a bunch of small organizations networking
- Doesn't mean that communication is always formal: social grapevine, though there are many types of it: memos, rules, BARG statements
- Study the perpetuation of climate (casual attire, rumors, family feeling, etc.)
- Researchers often study: leadership, organizational culture, conversation networks, collaboration
  
- Intergroup / Intercultural
  - Languages differences, eastern cultures vs. western cultures
  - Essentially very large groups
  - We naturally put ourselves into groups, becomes an us vs. them component
  - Communication between members of different groups
  - Interaction and identity influenced based by group membership
    - Shift in language based on who we are talking to
    - Threatening identity makes traits more prominent (gayliness)
  - Researchers study: ingroup/outgroup communications, language, ethnicity, gender, age group communications (intergenerational communications)
  
- Mass
  - Messages disseminated on a large scale (can be in the millions via TV / internet)
  - Mediated (print or electronic) - cannot be face to face, or else it is public
  - Typically have professional communicators
    - People make a living getting stuff out (actors, news commentators, writers, etc.)
    - Content influenced based on economic factors
  - Less immediate feedback
  - Researchers typically study: effects of TV on behavior / attitudes, role of media in society
  - Many studies on violence on televisions effect on children

# 01 / 11/ 08 - Discussion Section

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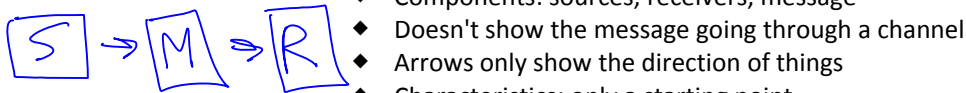
Activity	Description	Amount of Time Spent
Reading	Dante's Inferno	2 hours
Writing	E-mails about housing	.5 hours
Watching TV	A Daily Show / Colbert Report	1 hour
Listening to Music	You're the Best Around - Karate Kid Soundtrack	16 minutes
Talking to Others	Sorting out Apartment Info	1 hour
Listening to others talk	Sorting out Apartment info	2 hours
Presenting info to groups	Sorting out Apartment Info	1 hour
Using the internet	Researching Housing	3 hours
Other	Calling Technical Support to find house's IP Address	28 minutes on hold 3 minutes on call
		<b>TOTAL: 12 Hours</b>

- Intrapersonal = communication within the individual
  - Interpersonal = between 2 people, relationship development must be developed
  - Small Group = 3 or more people coming together to achieve a common goal
    - ? ○ Could Icebreaking events be considered a small group discussion even if there are only 2 people if the purpose of the project is simply to get through what we are trying to accomplish (i.e. telling an interesting fact about the person, rather than trying to genuinely get to know them.
  - Public = one or a few people giving information to an audience
  - Organizational = communication within an organizational unit (UCSB for instance)
  - Intergroup / Intercultural = communication across cultural groups and units
  - Mass = communication disseminated on a large scale
    - ? ○ How is watching TV actually mass communication? Receiving messages and not being able to really respond isn't really communication which implies that there is an exchange of meaningful symbols.
- ? Could a large-scale video game be considered a method of communication that crosses all boundaries
- Intra - solo parts
  - Inter - getting to know teammates
  - Small group - battling as a unit
  - Public - stat publishing
  - Organizational - recruiting for unit
  - Intercultural - international gameplay
  - Mass - broadcast live over internet

- Studying Communication as a Science
- We seek an understanding of generalized patterns of communication behavior
  - Like a science, it does not seek to comment on the individual
  - We need patterns for things (i.e. how to deal with parents)
  - Science needs to be able to predict things by looking at factors
  - What is related to what?
    - Style of communication relation to marriage
    - Type of advertising messages
  - Beyond relation, What causes what?
    - Does eating whole grains cause a healthier heart?
    - Can't always determine this from a relationship
- Some Patterns we know for communication behavior
  - Compared to many middle eastern cultures, Americans stand far apart when conversing
    - (culture related to non-verbal distance)
  - The more expertise a speaker is perceived to have, the more likely the audience is to believe what is said
    - (expertise related to persuasion)
  - Exposure to (rewarded) TV Violence increases aggression among children
    - (TV Violence causes aggression)
  - How do we know these things?
- The Scientific Method
  - Empirical
    - Make careful observations / measurement
  - Logical
    - Make consistent and rational inferences from data
  - "Objective"
    - Remove personal biases
    - Very difficult to make anything "purely" objective
    - You studying a topic probably makes you objective
    - Scientists do not necessarily need to be objective themselves, but must have an objective process
    - Use standardized set of rules and procedures
  - Public
    - More so for other scientists, not necessarily done in the streets
    - Publishing in scientific journals, conferences
    - Findings reported to and reviewed by scientific community
- Three Major Social Science Research Methods
  - Example Topic: TV News
    - What issues are covered in the news?
    - Does local news vary from national news?
    - Do types of cable / satellite news differ?
    - Is news coverage biased?
    - What do people think about various news events?
    - What are the effects of watching news?
  - Content Analysis
    - The systematic, quantitative analysis of the content of messages
    - Purposes: Describe media or other communication content
    - Need representative sample of whatever content you are studying (i.e. media messages)
    - Need clear, specific definitions of content variables
    - Can only describe content?
      - No information about why content is that way or the effects of it on audiences
      - Typically can be only used to establish concern for the other major methods
  - Survey Research
    - Piece of paper is not a survey, it is a questionnaire - avoid using incorrectly
    - Ask people what they think or do
      - Telephone, mail, internet, face-to-face

- Purposes:
  - Identify attitudes / behaviors in population (i.e. do more use TV or internet for news?)
  - Examine relationships between attitudes and behaviors
- Need representative samples of participants
- Need quality questions
- Open to interpretation by both responders
- Cannot make any causal conclusions
  - Only relationships between variables
- Reliance on self reports where responses can be affected by people
- Experimental Research
  - Purpose: draw causal conclusion
  - Must Manipulate causal variables (called **independent variables**)
    - One group told fox, 2nd told CNN, 3rd not told anything
  - Control everything else (same story, format, etc)
  - Measure effect / outcome ( called **dependent variable**)
  - We need random assignment
    - Randomly dividing people into the different groups
  - Limited participant samples needed to establish tight enough control
  - Fairly artificial setting
  - So, poor "external validity" = idea that you can generalize your findings beyond the setting of your particular study
  - Hard to generalize results beyond participants and the lab environment
    - You are okay, as long as you don't need causality in world among real people

- More research posted on 4th Floor Ellison
- Conceptualizing Communication: Part 2: Models
  - Modeling Communication
    - What is a model?
      - Abstract representation of "the real thing"
    - Why model communication?
      - To help visualize and organize information clearly
      - To suggest new ideas (model is not just what we already know about it) - when you have a physical thing, you can realize what doesn't work right.
      - To help make predictions about behavior (what will people do after message)
    - A good model ideally should include:
      - Primary components of communication (planets, moons, etc. in solar system model)
      - Important characteristics of communication (how it works)
      - How everything fits together
    - Most models limit their focus
    - Primary components of communication
      - People: Sources and receivers
      - Message: Verbal / non-verbal symbols
      - Channel / Medium: how the message gets there
      - Noise: interference in communication / interruption of ability to get message across
      - Feedback: messages should be responded to
      - Context / Setting: where you are which can impact messages
    - Important Characteristics of communication
      - Communication is symbolic
        - ◆ Visual and non-verbal symbols are used to exchange meaning
        - ◆ Meaning is not in the symbol itself, but in people's understanding
      - Communication is a Systematic Process
        - ◆ Encoding
        - ◆ Decoding
        - ◆ Transmission
      - Communication is Transactional
        - ◆ Sequence of exchanges
        - ◆ Interactions have interdependence (mutual dependence on each other) Mutual influence... changed person for having experienced the interaction
        - ◆ Process is irreversible
    - Some fundamental models of communication
      - Source-Message-Receiver
        - ◆ Problem: depicts communication solely as one way
        - ◆ Components: sources, receivers, message
        - ◆ Doesn't show the message going through a channel
        - ◆ Arrows only show the direction of things
        - ◆ Characteristics: only a starting point
      - Shannon-Weaver Model
        - ◆ Designed to monitor telephone communication
        - ◆ Face to face communication also follows this path
        - ◆ Most scholars dismiss this for face-to-face
        - ◆ Also linear in nature
        - ◆ Fairly one way
        - ◆ Components: message, receiver, noise, etc
        - ◆ People are interpreters who must do encoding and decoding
        - ◆ Neither exchange or interdependence: does not depict feedback



- ◆ Is missing context
- Schramm's model
  - ◆ A process model: self sustaining because is a circular model
  - ◆ Provides method for feedback coming in the other way
  - ◆ There is no source and receiver - both are interpreters which allows them to decode and encode simultaneously to keep communication running
  - ◆ Is missing context.
  - ◆ Doesn't capture the symbolic intent of the messages transmitted / received
  - ◆ Since there is feedback, we have a start of transition, but there is little change
- Berlo's Model
  - ◆ A process model
  - ◆ Treatment of the message could be distorted
- Dance's Helical Model
  - ◆ Does not represent people or exchange
- Watzlawick-Beaven-Jackson
  - ◆ Main characteristic: a transactional model
  - ◆ Is irreversible because it is moving to a different place everytime
  - ◆ Message never goes back to same person because they are changed
  - ◆ Bottom line:
    - ◇ Each model focuses on what it cares about
    - ◇ Limits its effectiveness across comm

## 01 / 18 / 08 - Discussion Section

- **Answers to Questions on Page 62**
  - a) content analysis
  - b) survey
  - c) experiment
  - d) survey
  - e) survey
  - f) experiment
  - g) content analysis
  - h) survey (only a probability established, not a causation)
  - i) experiment
  - j) survey
- **Communications 1 Paper (NBC.com)**
  - Show: The Office
    - Episode 412: The Deposition
    - Episode 411: Survivor Man
  - Page 15 in reader
    - Analyze communication scene
    - Identify and describe 2 contextual levels of communication the characters are involved in
    - Verbal and non-verbal issues
- **Source-Message receiver**
  - Very basic
  - Doesn't tell us anything
  - Easy to pick apart and find what's missing
  - Linear model
- **Shannon-Weaver model**
  - Linear model as well
  - Doesn't show feedback
  - Goes from source to destination
  - Does show that there is noise
  - Also shows that the source has to go through transmitter first (telecommunication)
  - Does not show transaction / encoding / decoding
  - Does show how noise can impact channel
- **Shramm's Model**
  - Circular look
  - Process model
  - To send message, must be encoding and decoded by receiver
  - Does show feedback... not linear
  - Isn't showing that there is any transactional element
  - Doesn't show process as irreversible
  - Doesn't show changes based on the interaction
  - Doesn't show that communication is symbolic
- **Berlo's model**
  - Also a process model
  - Does have symbolic nature embedded
  - Doesn't show feedback, no arrows
  - Not showing transaction at all
  - Has many elements
  - Takes channel into consideration
- **Dance's Helical Model**

- Shows communication is an irreversible process
- Always changing
- Doesn't show transactional elements
- No messages / receivers / sources
- **Watzlawick-Beavin-Jackson Model**
  - Transactional model
  - Does show a source - receiver (people involved in communication)
  - Must more focused on transaction
  - Communication always moving, people changed in process

- Verbal Communication (Language)
- Important Features of Language
  - One of the characteristics that differentiate humans and animals
  - Symbol / word meaning is **arbitrary** (human-made conventions)
    - Arbitrary: not laws of chance random, but based on no natural connections
    - Onomopoea are the only exception
  - Language is **rule governed**
    - Subjects, predicates, statements into questions all have rules
  - Language is capable of **displacement**
    - You need language to be able to talk about things that aren't right in front of you
    - Can describe things in past, present, abstract concepts, unlike charades
- The Referential Function of Language
  - We use language to "refer" to things and ideas
  - We must categorize things
    - Important function when learning, grouping words, what is similar and different
    - We also group things, like fruit, based on their individual characteristics
    - There are also sub-groups: fruit, vs. citrus fruit
  - We must name the objects and things
  - We must recognize different kinds of **meaning**
    - Some words have different meanings and some share meaning
    - Context allows you to determine what definition is appropriate
    - Rock: island, wrestler, prison, motion, stone, etc.
    - Context, knowledge, experience, relationship, etc.
    - Synonyms for "man": dude, guy, hombre, bro, boy, lad, male
    - Synonyms for "woman": chick, dudette, lady, female, senorita, madams
  - Every word has two basic types of meaning
    - **Denotative**: explicit, agreed-upon meaning (dictionary-ish), denotative meanings usually shared among speakers of the same language
    - **Idiosyncratic definitions**: peculiar things just to one person
    - Can have more than one denotation (i.e. rock has many)
    - Connotative: emotional, **evaluative** meaning, often has judgment behind it (loaded words) connotations can have both idiosyncratic or shared connotations too.
- God Terms
  - Terms or symbols with widespread **positive** connotations
  - Vary from different times of year, history
  - No universal god-terms
  - Examples used in the US politics: freedom, democracy, JUSTICE
- Devil Terms
  - Terms or symbols that have widespread **negative** connotations
  - Words that offend or shock, often within a certain culture / subculture
  - Profanity / bathroom humor
  - People often use them to express strong emotion
- The Impact of Language
  - **"Speech Accommodation"**
    - Adjusting speech toward or away from another person's speech
    - Adjustment often made on group identity

- Convergence - toward often more common
- Girl talk, workplace talk, sports fan talk, etc.
- Done to feel like you fit in and to get message across
- We accommodate to gain acceptance; establish belonging ("us")
- Divergence can indicate you are part of another group, differentiate and appear better
- Making judgment about others
  - Language influences our attributions about traits
  - Profanity may indicate that you are from a lower class
- Linguistic Diversity:
  - High Diversity:
    - HIGHER: competence, trustworthiness, dynamism, social/economic status, message effectiveness
    - LOWER: anxiety
  - Low Diversity
    - Opposite ratings

- Non-Verbal Communication
- **Relationship to Verbal Communication**
- Common Misperception
  - "truth" is in the nonverbal (can't tell truth by eyes)
  - Nonverbal communication is its own "body language" (arms doesn't mean closed off)
- Non-Verbal communication can:
  - Complement the verbal (support and go along with)
  - Regulate Verbal communication (raising hand = can I talk now? Stops conversation)
  - Substitute for verbal (how'd the exam go? = shrug shoulders)
  - Contradict verbal (I'M NOT MAD!!!! Through verbal tone, eyebrows, done because you don't want to talk about it and want people to drag it out of us)
- Importance of Non-verbal
  - Demonstrate "immediacy"
    - Lean slightly forward, and eye contact
  - Gauge other's reaction's / feedback
- Ways of sending nonverbal messages
  - Paralanguage (vocalics)
    - Vocalizations (crying, laughing, grunting)
    - Voice Qualities (can change meaning or emphasis) (pitch or volume)
    - Rate and Fluency
    - Air Flow
    - Quality (resonance, nasality)
    - Accent / Dialects (English vs. Russian, vs. British pronunciation)
    - Intonation (often go along with accents - question vs. statement by tone)
  - Personal Appearance
    - Body displays (hair color/style, piercing, etc.) (shows group membership)
    - Clothing / Accessories (judicial outfit, uniforms, etc.)
  - Oculistics (eye contact/gaze)
    - Can signal immediacy / confidence
    - Avoidance is often taken as dishonesty, insincerity, discomfort
  - Kinesics (movement and gestures)
    - Illustrators - motions with hands that complement verbal communication
    - Emblems - class of gestures that have a dictionary type meaning (thumbs up, shoulder shrug, etc.) (can be effective used without verbal communication)
    - Affect Displays - refers to state of mood / emotion (how you are feeling)
    - Proxemics - space, distance, territory
      - Interpersonal distances - how far apart when talking
      - Claiming our space - establishing airspace - want that chair next to you
    - Chronemics (time) - silence, pausing when talking, how long before responding, waiting to call someone back
    - Haptics (touch)
      - Positive affect = hug, kiss on the cheek
      - Control
      - Ritual = shaking hands (Doesn't carry meaning, but not doing it could be construed as a rudeness) (after you lost in sports handshake)

## 01 / 25/ 08 - Discussion Section

- Euphemism: word or phrases used to make something less offensive or harsh
  - Going to the bathroom: number 2,
  - Often are indirect and less blunt
- Dysphemism: words or phrases used to make something more offensive or harsh
  - Going to the bathroom and take a \*\*\*\*, etc.
  - Makes it more direct but can offend.
- Vomit
  - Euphemisms: throwing up, lose your stomach, regurgitate
  - Dysphemisms: blow chunks, hurling, yak all over the place, puking
- [www.sidereel.com/The\\_Office](http://www.sidereel.com/The_Office)
- Metacommunication: addressing how you communicate, not the content of the communication
- **Watch the "fluff"** - get to the meat of the argument
- Only use examples from the seen that are relevant to the topic, no need to describe the scene
- Doesn't have to be in chronological order
- Don't use the cutaways where they are talking to the camera
- **Don't use I in your paper**

## Intrapersonal Communication (Perception)

- Intrapersonal means:
  - Communication within the individual
  - Diaries, conversations inside, making sense of things, etc.
  - Making sense of people through the following mental perception processes
    - Attention: what we notice
    - Organization: how we file it
    - Interpretation: conclusions we draw
  
- Attention
  - Perception is **selective**
  - Internal factors affecting attention:
    - Physiological filters (limitations of our senses)
    - Psychological filters (motivation, interest, past experiences, expectations )
  
- External factors affecting attention
  - **Saliency**: stimulus stands out from others
  - **Vividness**: stimulus provokes emotional response (colors, pictures, etc.)
  
- Perception
  - Perception is **structured**
  - **Proximity**: we perceived separate stimuli as related if close to each other
  - **Similarity**: we perceive stimuli as related if similar to each other
  - **Closure**: we see incomplete patterns as complete
  - Figure ground: we perceive images as having an object (figure) and background (ground) - can't focus on both parts of the vase vs. face image
  
- Interpretation
  - Perception is **evaluated**
  - We try to make sense of our perceptions and draw conclusions
  
- Perceiving the Social World
  - How do we understand each other?
    - We **simplify** the complex info we perceive
    - Biases influence our conclusions
  - Impression Formation
    - The way we combine information to get a general sense of a person
    - We attend to some info, not all
    - Organize info into a **weighted average**
  - What gets the greatest weighting?
    - Info about stable traits (stuff that doesn't really change, nice person vs. being nice now)
    - Info from a credible source... from a friend vs. myspace
    - Info we receive first (primacy effect) = from others or stuff we notice
    - Info about extreme or unusual behavior
    - Info about negative traits
    - Info about "central" traits - Warmth vs. cold experiment
  - Biases in Impression Formation
    - **Halo Effect**: initial impression (pro's or neg's) influences how we weigh future information
    - **Contrast Effect**: impressions influences by what just came before (tough act to follow)
    - **Stereotyping**: assume person has certain traits or behaviors because of group membership,

why? Normal to group together traits, categorize the world and divide us into them

- Minimize the cognitive workload

- Attribution processes
  - The way we assign explanations for people's behavior
  - We attribute behavior to either **internal** or **external** causes
  - **External attribution**: we see it as caused by the situation or other factors outside the person's control (its just a nice day outside)
  - **Internal attribution**: we see it as caused by the person / self within the person's control
- Biases in Attribution
  - **Fundamental Attribution Error**: we tend to view other's behaviors as caused by **internal** factors
  - **The Self Serving Bias**: we tend to go to the explanation that makes us look the best, our positive outcomes (successes) due to internal factors, our negative outcomes (failures) due to situational (external) factors

## Interpersonal Communication

- Characteristics
  - Usually between two people
  - Most synchronous / transactional context
  - The dual level of IP Messages
    - **Content Level**: the "what" of the message, typically covered verbally
    - **Relational Level**: info about how interactants feel about themselves and each other in the relationship. Can be conveyed verbally or non-verbally (more often non-verbally)
  - Relational Level
    - Often expressed ambiguously (when initially dating)
    - Can be consistent or inconsistent with content level (after a fight: are we done yet?)
- How do relationships develop?
  - Initial Interaction
    - **Attraction**: What brings us together? (physical attractiveness, similarity, proximity, phenomenon of matching)
    - **Reducing Uncertainty**: we attempt to get info about other person, passively observe the other person, actively seek info from 3rd party, reducing uncertainty or finding similarities increases liking
  - Beyond Initial Interaction
    - Developing intimacy via "**self disclosure**" - deliberately revealing info about yourself - typically reciprocal in nature
    - Two dimensions of self-disclosure: **breadth of information** and **depth of information** -
    - shallow information about yourself is often (ritualized info / social roles)
    - Deeper level - facts unique to yourself, opinions, deep feelings / core values
  - Functions of Self Disclosure
    - Impression management - control people's impressions of us
    - Relationship management / enhancement
    - Reciprocity - get to know each other better, I'll tell you about me, you tell me about you
    - Catharsis - need to release pent up feelings
    - Self-clarification / validation

## 02 / 01 / 08 - Discussion Section

Not likeable	1	2	3	4	5	Likeable
Incompetent	1	2	3	4	5	Competent
Boring	1	2	3	4	5	Interesting
Unintelligent	1	2	3	4	5	Intelligent
Passive	1	2	3	4	5	Active
Follower	1	2	3	4	5	Leader
Unattractive	1	2	3	4	5	Attractive
Unpopular	1	2	3	4	5	Popular

- Paper Assignment
  - I. Introduction (1/2 Pages)
    - Don't go into anything more than just what scene, and what levels of communication
  - II. Contextual Levels of Communications - shouldn't be too lengthy (1-2 pages)
    - Contextual level 1
    - Contextual level 2
  - III. Verbal Issues
    - Verbal 1
    - Verbal 2
  - IV. Non-Verbal Issues
    - Non-Verbal 1
    - Non-Verbal 2
  - V. Conclusion (Tie non-verbal and verbal issues together)
- What's important in the verbal issues
  - Relate examples in the scene to the course concept
- Name the non-verbal issues
  - For instance, rolling eyes = occulesics
- TA prefers paraphrasing
- When pulling from book, you can either paraphrase as
  - ..... (Mullin, 2008, January 18th)
  - ..... (tubbs and moss, 2006)
  - According to Tubbs and Moss (2006), .....
  - For reference lists,

- Relational Stages
  - Knapp's Staircase Model
  - Differences in **communication** at each stage
  - Stages of coming together
    - **Initiating and experimenting**
      - Initial display of self, small talk, audition
    - **Intensifying Stage**
      - Self disclosure increases, nicknames, "we" pronouns, personal idioms, verbal shortcuts
    - **Integrating**
      - All the stuff is still there. Cultivate opinions as couple, others treat you as a couple, romance, common property
    - **Bonding**
      - Public ritual, formal binding, social and institutional support, (wedding ceremony)
  - Stages of coming apart
    - **Differentiating**
      - Talk about differences, more "me/you" than "we", disagreements
    - **Circumscribing**
      - Less information exchange, topics controlled, superficial communication, less reciprocity
    - **Stagnating and Avoiding**
      - Almost no communication, marking time, avoiding face to face, taking no action, arrange things so schedules don't line up
    - **Terminating**
      - Summary statements (what went wrong, we tried) future apart talk
  - Movement through stages
    - May not be linear
    - Motivated by rewards and costs
      - You are satisfied when your rewards outweigh your costs and vice versa
- Relational Dialectics Perspective
  - Relationships do not progress in stages
  - Makes it seem only like a process
  - Always have contradictory tensions or feelings in relationships
    - Autonomy vs. connection (want to be your own person and be one with the other)
    - Openness vs. closedness (revealing all vs. maintaining privacy)
    - Certainty vs. uncertainty
  - Relational communication is dynamic process of dealing with these tensions
  - Don't come up with definitive answers, but you aren't crazy
- Conflict Styles
  - Doesn't have to be attached to you personally, "I'm a conflict avoider - self dialogue"
  - **Conflict Avoidance**
    - Goal: stay away from conflict
    - Ignores own needs and others needs
    - Often viewed as self-sacrificing
    - Tactics used to avoid conflict:
      - physical avoidance
      - denial
      - postponement

- resorting to formal rules
  - controlling the process
  - Gunnysacking - have a grievance but don't say anything (passive=aggressive)
  - Sarcasm
- **Conflict Accommodation**
  - Goal: Let others have his/her way; appease
  - Shows some concern about the other. But...
  - Accommodating tactics:
    - Openly giving in (don't care for dinner, one wants pizza really bad okay)
    - Passive agreement
- **Passive Aggression**
  - Keep thoughts to self
  - Send subtle, indirect negative messages
- **Competition**
  - Goal: I win, you lose
  - Concern is mostly with self
  - Competitive tactics
    - Assertiveness, direct aggression, hostility
    - Presumptive attribution
    - Threats, ultimatums

02 / 07 / 08

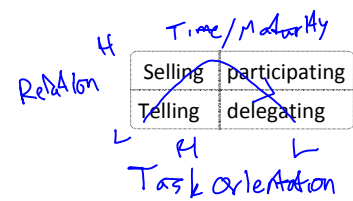
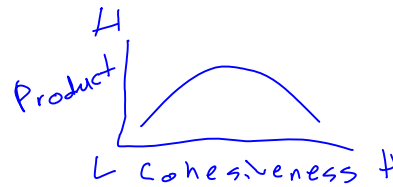
- Styles of Conflict
  - **Compromise**
    - Goal: both gain something
    - Trade off: both lose something too
    - Not necessarily a win-win because you have to lose something
    - Tactics:
      - Restating positions (more than needs)
      - Well what do you want - well what do I want?
      - Experimental integration - playing with fake attempts at integrating, you know how far you are willing to go, but start with a position well more extreme.
  - **Collaboration**
    - Goal: win/win outcome (a real one, not a compromise)
    - Must have flexible goals and perspective,
    - Tactics:
      - Description is useful, rather than blame (not well, thanks to you, etc.)
      - High disclosure (I just don't want to see paperwork anymore, grand canyon, etc.)
      - Showing empathy; validating needs (actually feeling what the other person is)
- Managing Conflict
  - Tactics that tend to escalate conflict
    - Labeling, name calling (doesn't help)
    - Threats (puts people on the defensive)
    - Issue expansion (when upset, people don't get hysterical, they get historical)
    - Coalition formation (well all my friends agree with me - people not validating your needs)
  - Tactics that tend maintain conflict
    - Quid pro quo (tit for tat) = people don't want to let it go
    - Combining escalation / reduction tactics = cancel each other out
  - Tactics that tend to reduce conflict
    - Break larger conflicts into smaller parts = doesn't lead to flexibility
    - Ask for more information = hear their opinion
    - Metacommunication = talk about communication
    - Respond to all levels of conflict (facts and feelings)
    - Accept responsibility = you may know you are right, but you probably still have a part in it
- [www.cms.ucsb.edu](http://www.cms.ucsb.edu)
  - Log in, Comm1
  - Click Resources
  - Review guide, practice exam Q's, only examples, but there's more material than that
- Example info
  - Multiple choice, 45 Q
  - For the midterm
    - Bring pink parscore form and number 2 pencil
    - Bring your ID
  - Know both lectures and readings
  - THOROUGH KNOWLEDGE IMPORTANT
    - For lecture, go well beyond the PP outlines
    - For reading, understand the points made in each section (not just the terms)
  - Studying tips, how points are earned
  - Answer choices will be either definitely right or definitely wrong, not kind of right if you think of it

as

## 02 / 08 / 08 - Discussion Section

- Name calling will cause a breakdown in conflict - lecture
- Conflict resolution will be on the test
  
- Practice Questions
  
- Which of the following is true of survey research
  - a) Researchers can investigate relationships between variables ✓
  - b) A representative sample can generalize results to the population ✓
  - c) Researchers are able to make causal conclusions ✗
  - d) All of the above ✗
  - e) A & B only ✓
  
- Look at each response on its own merit
  
- Suzanne comes to her first TA section. Her TA decides that she is lazy and probably doesn't care about school. Her TA's judgment is an example of
  - a) Internal attribution ?
  - b) External attribution
  - c) A contrast effect
  - d) Vividness effect
  - e) All of the above

- Extra Credit Opportunity
  - Extra 1 hour = 1pt extra credit, 3 hours total
- **Small Group Communication**
- Types of Small Groups
  - Intimate / social
    - Primary group: (i.e. family)
      - ◻ Shapes psychological and social identity
      - ◻ Dynamics, how many people, extended, multiple families, all affect
    - Peer groups and clubs
      - ◻ More studies in education rather than communication
      - ◻ Peer pressure
  - Task-orientated
    - Formal decision-making (e.g. juries)
    - Problem solving / discussion committees
    - Education / Therapy
- Group Size
  - Anywhere from 3-25
  - Changes many of the group dynamics
  - Larger sizes make it more difficult to coordinate
  - What happens as a group grows?
    - A few people begin to dominate the talk
    - More dominant personalities tend to take control
    - More time needed to reach decisions
    - Subgroups tend to form
  - Optimal Size: some researchers say 5-7
    - Gets enough participation
    - Quality decision
    - Optimization of time
- Group Cohesiveness
  - How close, connected, mutually liked are group members
  - Groups that just "click"
  - Impacts greatly what happens
  - As cohesiveness increases:
    - Communication and participation increases (ideas aren't going to be shut down all the time)
    - Satisfaction increases
    - Productivity can both increase (reach decisions easier) and decrease (more socializing)
  - Measured not on a linear scale, but rather a curvilinear relationship
- Group Leadership
  - What makes a good leader?
    - Assigned vs. emergent leaders
      - ◻ Assigned: boss - must listen can fire you
      - ◻ Emergent: one people look to (fashion leader, ethics, say, etc.)
    - Personal Traits
      - ◻ Intelligence, attractiveness
      - ◻ Grants you a leadership position sometimes
      - ◻ Goes back to halo effect: good looks must = good at what they do?
    - Leadership Styles
      - ◻ Autocratic?
  - Situational Approach: primary thing that makes you a good leader is your adaptability
    - Effectiveness depends on a leader's ability to **adapt** to a **group's needs**.
    - Situational leaders direct along two dimensions
      - ◻ You can focus on the **task and relationship** components of problem solving
  - Often more than one leader in a group
    - Examples: task leader, emotional leader



## 02 / 15 / 08 - Discussion Section

### Small Groups

Mr. Klutz	Needed money badly to keep business from failing Dealer in Fine Art Always brought briefcase Left at 9:30 with Mrs. Klutz, 20 min before Hanson
Mr. Hansom	Left party 20 minutes after Klutz Has a need to steal
Hostess	Had big party to celebrate solstice
Ms. Wealthy	Could not find what she brought to the party
Neighbors	Have 3 Dogs Found 4 dogs after the party
Ms. Perceptive	Noticed the painting
Ms. Klutz	Left at 9:30 with husband Has a nice ring.
Ms. Beautiful	
Mr. Purloin	Showed great interest in Ms. Klutz ring.

#### Page 394-395:

- Groups have a life cycle
- QUESTION FOR THE FINAL
- Phases in this development
  - **FORMING:** building the foundations of the group
  - **STORMING:** setup what the group is supposed to be about, individuality will begin to crash
  - **NORMING:** achieve a balance between the group structure and your own individuality, no more fighting between me and us, comfortable middle ground established
  - **PERFORMING:** group comes together at maximum efficiency and proceeds with the task as best as they can
- Roles in the small group (pg. 389)
  - **Group task roles:** better designed to complete the group's task (seek, give information)
  - **Group building /maintenance roles:** do things to get the group to work better together (harmonizing, team building)
  - **Individual roles:** try to negotiate individuality, do what you feel is right or necessary "I don't care what the group thinks, this is what needs to be done"

02 / 19 / 08

- Tuesday, Feb. 26, at 1 - room 1575, wed, Feb. 27 at 5 Thursday Feb. 28 at 3
- Paper 2 - New assignment will be posted by Wednesday at class website on Sakai
  - Disregard paper 2 in the reader
  - Read new version before section this Friday
- RESEARCH BOARD
- An organization is
  - A system of individuals - not just a collection, there must be a connection
  - Typically organized into a hierarchy = ranking where some people are higher, report to superior
  - Pursuing multiple goals = graduating, booking gold, billing, moving people through
  - Within **complex communication networks**
- Flow of Messages
  - Downward Communication = "how do bosses communicate?"
    - Often communication is taken for granted = because many are trained in a different area (bosses aren't trained in communication, they could be trained in computer programming)
    - Tend to rely on official channels of communication = because we have a formula for what we have to do (requests, orders, guidelines, policy statements)
    - Downward Distortion = selective exposure, attention, perception, retention, action
  - Upward Communication = "how do subordinates deliver messages?"
    - Upward distortion = condensed simplified
    - Standardization, idealized, synthesized
  - Informal Communication - "the social grapevine"
    - Distortion: leveling, sharpening, assimilation
- Organizational Leadership
  - Management vs. Leadership (or visionary leadership)
  - **Management**
    - Asks: how can we do this best?
    - Looks for most productivity
    - Develops plans
    - Communication is to organize, control, or accomplish tasks
  - **Leadership**
    - Asks: why should we do this at all?
    - Must have vision
    - Has long-range goals (reserved mostly for the highest up, the owners of the company)
    - Communication is to listen, inspire, and cultivate
- Organizational Culture
  - Norms for working and interacting develop
  - Some are widespread organizational norms
  - Examples: protestant work ethic, casual fridays, jargon/office speak
  - Can also be specific to your specific organization: bring dog to work, etc.
  - Organizational culture sustained through:
    - Stories and myths told
    - The grapevine

- **Public Communication and Persuasion**

- Public Communication

- One speaker (or panel) to an audience
- Not usually electronically mediated - the audience via electronic is often considered mass media
- Types of Public Speaking:
  - **Informative speaking:** formal education, training seminars, company presentations, goal is to give information to the audience and instruct them. They can vary in the amount of feedback you are able to give.
  - **Motivational Speaking:** sermons, self-help, goal is not just to inform but rather to inspire them to do something
  - **Persuasive Speaking:** political speeches, TV/radio "punditry", goal is to get them to take action on certain things

- ★ • What makes persuasion effective?

- ★ ○ Some important factors:

- ★ ▪ **The Source(s):** who or what is delivering the message? (expert, mom, celebrity, friend)
- ★ ▪ **The Audience(s):** who is listening or watching (connect on different levels)
- ★ ▪ **The Message(s):** what strategies or appeals are being used (humor, fear, evidence)

- ★ • Source Characteristics

- **Credibility:**

- *Expertise* (experience that source has on topic, amount of training, knowledge), all in the audience's perception (don't necessarily have to be, just give the illusion of it to your audience i.e. Dieting Book by an M.D.)
- *Trustworthiness* (how honest or unbiased the sources is perceived to be) Can also depend on what type of information you are trying to find (NYT vs. Enquirer can be more trustworthy than the other depending on whether you are looking for celebrity or hard news)
- *The Sleeper Effect:* Impact of credibility fades over time, tend to forget where we got information. Remember negative info, forget it was "biased" source
- BUT, if reminded of source later, credibility factor comes back!

- **Similarity:**

- Shared characteristics between source and receiver
- Remind people that "I'm a \_\_\_\_\_, just like you!"
- Attitude, morality, background, and experience
- People tend to go with someone more similar than dissimilar

- **Likability:**

- Sometimes we don't want people just like us, but better than us
- We tend to trust likeable people, we also tend to believe them

- **Physical Attractiveness:**

- People who tend to be attractive often gain political effectiveness
- There is a curvilinear relationship, too pretty not credible
- Dumb blond stereotypes may also come into play (sexiness doesn't equal intelligence)
- Celebrities? - not always the best choice for credibility

- **Style of Delivery:**

- Do you sound sincere or fake
- Often utilized in politics, strong vs. likeable speech

- Effective Delivery

- Appears "natural" = don't want it to appear scripted, but want it to sound professional

- Reinforces (not distracts from) message = behaviors should support your message, appropriate clothing, etc.
- Is varied (not monotonous)
- Demonstrates immediacy (showing that you are attentive and engaged)
- What Helps?
  - Preparation & Rehearsal!
  - Effective notes

## 02 / 22 / 08 - Discussion Section

- **Leveling:** certain parts of a story get left off because they are uninteresting or forgettable
- **Sharpening:** exaggerating or overemphasizing certain parts because they jump out at you
- **Assimilation:** add things or change the story all together (intermural sport became soccer)
  
- The prompt in the reader is no good for the second essay assignment
- New prompt is online at Sakai
  - 3 features (message / source)
  - Analyze the feature presuasiveability
  - **2 Empirical Studies**
  
- Ads for the paper
- SUPERBOWL ADS

<http://sports.aol.com/nfl/superbowlads>

Pick one of the ads below and use it for the basis of your analysis:

- 1) T-mobile, Charles Barkley Wade
- 2) Toyota Corolla (Badgers)

- **How to find empirical studies**
  - Some study that was peer reviewed and published in a scientific journal
  - Communications review for instance
  - Best resource:
    - <http://library.ucsb.edu>
    - Off -campus login: net ID
    - Sidebar: Research > Article Indexes & Databases
    - Database: Social Sciences via CSA
    - Persuasion and advertising for instance
    - Effects of credibility on persuasive messages
    - UC E-links click on this to see if there is a full text online
  
- Page 57 = 57 empirical studies exercise
- References very important in this essay

- Audience Factors
  - How to understand your audience?
    - If you want to persuade, you have to understand your audience
    - If you are trying to get votes, non-voters are unimportant
  - Demographics (sex, race, income, gender, etc.)
    - Big social categories used on population
    - Often viewed as census style data
    - Need to know how to find and contact your audience (placing your ad)
    - Tends to be oversimplifying for people and thus ineffective sometimes
  - "Psychographics" - term comes from advertisers - (lifestyles, interests, needs, etc.)
    - Rather than using social categories
    - Security mom's in the last election
    - Can be more effective if you target motivations and interests, rather than just demographics
  
- Audiences Have
  - Beliefs
    - "Truths" held about something
    - Usually don't attach judgments to these
    - Primarily a cognitive part (is information processing vs. emotion)
    - More often factoid and connotations
  - Attitudes
    - How you feel about your beliefs
    - **Evaluation** of something
    - Attitudes are different than beliefs (too many or too few is 500 classroom?)
    - Mostly affective (rather than cognitive) - feelings, moods, emotions
  - Behaviors
    - Actions, things people do
    - Voting, planning to vote, eating the Big Mac
  
- Attitude-Behavior Link
  - Do attitudes predict behavior?
    - Sometimes yes, sometimes no
    - If people think it's a good idea to vote, they probably will
    - But, if you think French fries are bad for you, you might still eat them
  - Complex relationship
    - Multiple attitudes are often involved (birth control vs. "I'm not that kind of person who prepares for it")
    - Situational and individual factors important (attitude may predict behavior, but just not today) (I'm just treating myself today)
    - General and Specific Attitudes (eating right is a good thing vs. French fries at this place are bad) (specific attitudes are better predictors)
  
- Message Characteristics
  - Use of evidence (supporting arguments) (i.e. why should I eat better?)
    - Factual statements
    - Statistics or Study Findings
    - Testimonial or eye-witness report
    - Quotations
    - Examples (a person to make a connection - lost home from sub-prime mortgages)
    - Analogies and metaphors (this day is victory for America)
    - Often you try to stack your deck with several of these
  - Do you want to do a one-sided or two-sided argument?

- Present your side only or present both and attack an opposing view?
- **One sided better if:**
  - Audience agrees or is leaning toward you already
  - Not much controversy
  - Low familiarity with the issue
- **Two sided better if:**
  - Audience disagrees (hostile audience) (**inoculation effect**)
  - Controversial
  - High familiarity
- Positive Emotional Appeals
  - Vivid messages designed to arouse good feelings (I love puppies)
  - Examples: humor, love, sentimentality, passion
  - Effective if "condition" a response (pair the good feelings with the argument / product)

- Message Characteristics / Strategies
  - Use of evidence
  - Positive emotional appeals
    - Vivid messages designed to arouse good feelings
    - i.e. humor, love, sentimentality
    - Effective if "condition" a response (pair the good feelings with the argument / product)
    - Potential problem in ads: "vampire creativity"
  - Negative Emotional Appeals
    - Designed to arouse unpleasant feelings
    - i.e. guilt / shame, sadness
    - The "Fear" Appeal
      - Basic human needs threatened (safety, personal relationships)
      - Most effective when audience sees: **threat is serious, threat is likely to happen to them, and specific steps to ward off threat**
  - Appeals to higher-order human needs
    - Status, self-fulfillment
    - "snob appeal" = you can buy yourself some prestige
    - "bandwagon approach" = want to fit in with others (everybody else is...)
    - "plain folks pitch" = "we're all regular people aren't we, similarity characteristic, antithetical to the snob appeal"
  - Appeals to broad cultural values / myths
    - More often in speeches
    - Use of narrative in general (boy meets girl)
    - Persuasion is really just telling a story that illustrates your argument
  
- **MASS COMMUNICATION**
  
- Nature of Mass Communication
  - Messages are sent to a large and diverse audience
  - Professional communicators as sources
  - Messages are mediated
    - Through print or electronics
    - Print Media: books, magazine, newspapers
  
- Mass Communication vs. other Contexts
  - Communication is more one-way
  - Feedback is reduced and delayed
  - "knowing" your receiver (audience) more difficult
  
- Societies Influence on the Media
  - What happens when you watch an ad? How is the message changed?
  - Media systems differ greatly from society to society
  - Cultural and political values important
  - Government influence
    - In the U.S., influence on content is very limited
    - First Amendment gives protection for speech
    - Still, some examples of government influence
      - Ban on broadcast "indecentcy"

- Societies Influence on Media
  - **Government influence**
    - In U.S., influence on content is very limited
    - First Amendment protected for speech
    - Still some examples of government influence:
      - Ban on broadcast "indecenty"
      - Children's advertising and educational TV Rules (at least 3 hours per week)
      - V-Chip requirement
      - "raising eye-brows" at media industry
    - Censorship (countries like China)
  - **Technological Influence**
    - Recording & Time-shifting ability (VCR, DVR/TIVO, pod-casting)
    - HDTV, DVD, online file-sharing, etc.
    - Instant or increased feedback
  - **Economic Influence**
    - Media is Big Business \$\$!
    - Mass media messages are expensive to make and deliver!
    - Profit in U.S. comes from: consumers and advertising
    - ★▪ Read the article on the Neilson ratings
- Consequences of Economics (Profit Seeking)
  - **Very broad** appeal (for major TV networks)
  - Lowest common denominator
  - More specialized appeal for cable/satellite TV, but still a ratings battle
  - **Very little risk-taking**
    - Don't want viewers or advertisers offended
    - Consumer boycotts can be effective
    - Industry self-censorship is common (standards & practices)
  - But, controversy **can** boost ratings
  - Repeat what works: sequels, spin-offs, re-releases, re-makes
  - Popular show formula
- **MASS COMMUNICATION**
- Media's Influence on Society
  - What kinds of effects does the media have?
  - It depends... (media is a plural word- not just a singular entity)

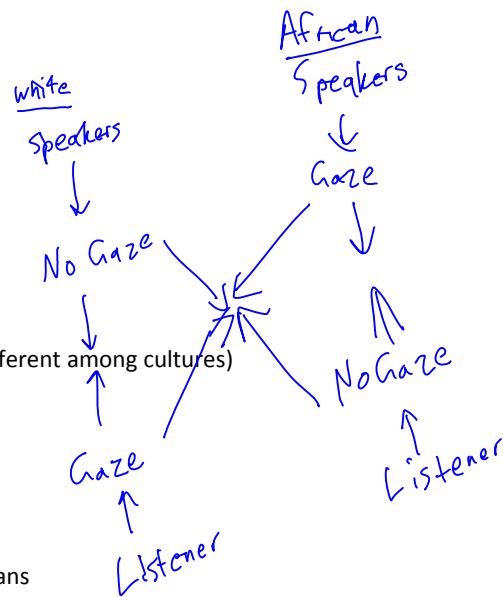
- Intercultural Communication

- Outline

- Communicative differences across cultures
- Dimensions of cultural variation
- Implicit models and applications
- Problems with this approach
- Conclusions
- But before we go there... indulge me for a minute or so...
  - How do we convey bad news?
  - Mr. Ambassador... we can't build your dam

- Communicative differences across cultures

- **Politeness** = we are not born polite, we have to learn it (different among cultures)
  - Indian Grad Student (Has to be invited 3 times)
  - We're Socialized: Halloween & Yuletide
- **Interpersonal distance (proxemics) and gaze**
  - Equilibrium model (Argyle & Dean)
  - Farther > Gaze
  - Closer < Gaze
  - Opposite patterns among whites and African-Americans
- **Chronemics**
  - In the west, we're time conscious and our vocabulary is replete with temporal terms (now, then, later)
  - We structure our daily and nightly activities: eating, working, sleeping, according to time schedules.
  - Invitations to dinner:
    - Scandinavians: precisely at 7
    - Americans 10-15 minutes later
    - Latin-Americans about 9-ish
    - Ethiopians 9-10
    - Japanese wouldn't turn up at all.
    - MONO-versus POLYCHRONIC cultures: deal with one at a time or with many at a time
- **Beliefs about (& values of) talk... .. and silence!!!**
  - Western aversion to silence:
    - Unwillingness to communicate
    - Lack of interest
    - Interpersonal Incompatibility
    - Rejection
    - Sign of Hostility
    - Hence, silence is negatively regarded and small talk is favored
  - Proverbs:
    - Taoist: to be always talking is against nature
    - Japanese: those who know do not speak, those who speak do not know
    - Tanzanian: the wisest animal is the giraffe: it never speaks
    - Jamaican: if speech wut a shilling, silence wut a pound
    - Polish: the mouth is silent, the soul is singing
    - Spanish: who knows the most, speaks the least
    - French: the less one thinks, the more one speaks
- **Dimensions of cultural variation include**
  - Individualism:
    - emphasizes individual goals over group ones,
    - reflected in self-reliance, independence, competition, privacy, etc.
  - Collectivism:
    - emphasizes the group's goals over personal ones,
    - competition is between groups less between individuals,



- reflected in obligations and norms for in-group loyalty
  - Low Context Cultures:
    - Emphasizes verbal directness of expression and ideas
    - United States: get to the point
  - High Context Cultures:
    - Emphasizes indirectness of expression and relies on the use of contextual cues
    - (Java - banana with tea = no-no on marriage)
  - Understatement:
    - Western cultures tend to understate
- An implicit model underlying these differences:
  - When person's A & B come from quite contrastive cultures (very individualistic vs. highly collectivistic)
  - Potential for significant misattributions, miscommunication and culture shock
  - Solutions include
    - Gaining intercultural knowledge
    - Encouraging intergroup contact
    - Accommodating mutually
  - Beyond mere contact...
    - People will not accommodate easily to another communication code, ESPECIALLY if their own is a very valued component of their national/ethnic identity
    - Esperanto - world language: doesn't work when people value their own national identity
    - Soweto riots: Linguistic imperialism
    - In fact, Americans are not renowned for accommodating to other people's ways of communicating!
    - Socio-historical, economic, political forces are critical to understanding the intergroup dynamics in any situation
    - Psycho-communicative biases
      - Perceptual (you'll hear, see, via schemas)
      - Attributional (You'll explain it via schemas)
      - "Behavioral Affirmation" (You'll shape others' behavior to you via schemas)
      - Subtyping and discounting (Police example, nice guy vs. in general)

In-group Target Benevolent <b>Internal Attribution</b>	Out-group Target Benevolent <b>External Attribution</b>
In-group target Malevolent <b>External Attribution</b>	Out-group Target Malevolent <b>Internal Attribution</b>

- "The retroactive speech halo effect" : Speech Rate
  - Low status = slow speech "cogs barely moving"
  - High status = high rate of speech "cogs really going"
- Conclusions:
  - Intercultural communication knowledge is obviously important, but...
  - Communication per se is not enough: It can sometimes reinforce discrepancies - and can even boomerang
  - We need to have good communication with supposedly "typical" members of the other group
  - And we need to talk about historical inequalities

- Mass Communication Continued...
- Media's Influence on Society
  - What kinds of effects do the media have?
  - It depends who you ask and what evidence you rely on
- Major Trends in Empirical Research
  - Belief in **all-powerful mass media** (1920s - 1940s)
    - **Media acts as a "hypodermic needle"**
    - Also known as a "magic bullet"
    - Whatever is said, you will believe
    - **Effects are direct, immediate and uniform (same way for everyone)**
    - Now a long-gone viewpoint
  - Belief in **limited effects** (1940s - present)
    - Not everyone is affected and not in the same way
    - Came from studies originally on movies
    - Audience is active: aren't just sponges
    - **Selective exposure and attention**
    - Predispositions get activated: media doesn't create actions, they're in you already
    - Existing attitudes get reinforced
    - **Usage of media to serve their purposes and needs ("Uses and Grats" in text)**
    - Media compete with other sources and with each other
    - **Filter messages through interpersonal relationships and "opinion leaders"**
  - Belief in **powerful (but more subtle) effects** (1960s - present)
    - Focus shifts to media socialization
    - **Social Learning of behaviors and scripts**
      - behaviors learn by watching models (people on TV)
      - a.k.a. Social Cognitive Theory - name change in the 80s, but not that important
      - Imitate rewarded (or unpunished) behavior (i.e. violence)
      - Short term effects
      - Mediating factors can increase or decrease imitation (realistic vs. fantasy violence)
    - **Cultivation of views about reality**
      - TV viewing is **related to** beliefs about the "real world" (including fear of violence)
      - Not clear evidence that TV **causes** this! (survey research can't determine causation)
    - **Priming of thoughts or mental scripts**
      - Media messages bring to mind thoughts and emotions that we then act upon
      - TV Violence can prime anger
      - Different than imitation because it is already in you
      - Short term effects

- Issues for Interpersonal Communication
  - Forms: e-mail, Facebook, IM, MySpace
  - Connection or Fragmentation
  - Studies show:
    - Some isolation found in early studies, but...
    - Increased use for social purposes (keeping in touch, maintaining relationships)
    - People report being less shy online (can be good or bad)
  - Lack of non-verbals
    - Less immediacy than face to face
    - How do we compensate (we don't just not write, smilies, all caps, creative use of keyboard/enriched text, make voices come through our e-mail)
    - "Emoticons" :) :( XD 8)
- Issues for Group Communication
  - Online chat, Forums
  - Sense of Anonymity: don't know who these people are
  - Sense of community: connected even though they don't know each other
  - Exchange of information and support (and criticism)
  - "Netiquette" = how you behave in these groups
    - Brief messages valued
    - Acronyms used for common expressions: BTW, IMHO, ROTFL, POS
  - Each group has its own norms too
- A Mass Communication Element
  - Messages can reach thousands
- Issues for Organizational Communication
  - Emergence of information society
  - Marketing your own skill in design or information
  - Increased need for collaboration
  - People get more specialized in their knowledge
  - The "Virtual Organization"
- Issues for Mass Communication
  - Main form: World Wide Web
  - "Narrowcasting" (vs. broadcasting)
    - Can selectively target audience (smaller audience, but more "correct" for advertisers)
    - How "mass" it is varies widely with communication
  - Examples
    - Highly localized targeting: local drycleaner
    - Organizations: businesses, PACs, non-profits, not covered by mainstream media
    - Traditional mass media promotions (cross-promotion)
    - Information exchange: howstuffworks.com
    - A democratizing technology(?) : getting a voice in your own culture, participate
      - No real skills required, anyone can use it
      - Connects "marginalized" voices
      - Events that mainstream news avoids
      - 2nd opinions on info
      - "fledging" political parties / movements

- Unfortunately: hate groups, pedophiles, terrorists too.
- INDIVIDUALS have voices / empowerment
  - Personal publishing / broadcasting: digital video, essays, blogs
  - Fan clubs (unofficial homepages, etc.)
- AN INTERPERSONAL ELEMENT
  - Interactivity and FEEDBACK
  - Still... need to sort out tech phobias, frustrations
  - How do we sift good info from garbage?
  - The "haves" have it - the digital divide

## 03 / 14 / 08 - Discussion Section

- Media Effects:
  - Consumerism (persuasion)
  - Biased / one-sided / inaccurate pictures
  - Sexuality
  - Violence
  - In-Group vs. Out-Group issues
  - Trends / Acceptability
  - Stereotyping / representation
  - Awareness
  - Educational
  - Entertainment
- **Theory:** a systemic explanation for how something happens
  - Substantiated with empirical evidence
  - Often uses surveys in the case of communication
- Basic Media Theories:
  - **Social Learning:** sense of how to act in society by watching models (in this case on TV)
  - **Cultivation:** if you watch the TV a lot, you may begin to believe the real world is like that
  - **Priming:** Media messages bring to mind thoughts and emotions that we then act upon
- Internet:
  - Interconnectedness
  - Retrieval of information
  - Credibility (?) - increasingly difficult to sort out true and false information
  - Virtual Communities: blogs, online groups, chat, social networking sites, forums, newsgroups,
    - Less immediacy = bolder, less speech accommodation, time delay
    - Privacy: never know who is looking - Phishing (?)
  - Democracy: get voices out that weren't heard before
    - Is the internet good or bad for democracy?