Week 2: Class Meeting Summary of chapter 1 (slides 9-16)

Slide 9: The communication process consists of various parts: the goal is to encode and decode the message but the process is complex as it involves other parts that have to work in tandem so that meaningful communication is possible. The channel, the path through which the message is sent and received will affect the meaning and effectiveness of the message. Noise is another part of the process that can affect the communication. It can be external (noise, literally) or internal (your subjective view about an issue or a person). Feedback is an important aspect of the process as it may have intended and unintended consequences. Context is key as it includes the physical environment where communication occurs but also the subjective environment (the kind of relationships between communicators, belief systems, dominant values that are shared/not shared).

Slide 10-11: communication models: Action model is a linear model, one-way communication process that is based on transfer of messages. Interaction model is based on some kind of a relationship, still a linear model though now we have feedback and context. Transaction model is the current view of how communication occurs as simultaneous, and mutual. This model is based on System Theory that is a sociological theory of functionalism. The communication process is seen as a system, where each part of that system has an effect on the other parts of the communication process (same analogy of the human body, where a change, or a disease in one part affects the entire body and all parts are important for the system to function effectively).

Slide 12: Laswell was a political scientist interested in the ways in which people are persuaded to think or do certain things. He was specifically interested in the influence of mass communication and how people could be manipulated. His model focuses on power and control over the message, and the medium. By asking: Who says? He draws our attention to the sender of the message, their status, their power to say what they say, their credibility to say it. Unlike the previous models where the sender is seen just as a “source” of information. When he asks: to whom? He is interested in the target person or group to whom the message was sent. To what effect? What is the desired effect the sender was looking for? Note that the effect is only seen from the perspective of the sender; no feedback, noise, context is included here. This is still a linear model but the focus is on issues of power, status, control. The model is still used today in media studies, by journalists, in marketing studies, as well as mass communication.

Slide 13-15: **Cues-filtered-out theory**. Suggests that communication of emotions is restricted when people send messages to others via e-mail because nonverbal cues such as facial expression and tone of voice are filtered out. People are less likely to use EMC to manage relationships because of its limited ability to carry emotional and relational information.  
**Media richness theory**. Identified the richness of a communication channel using four criteria: (a) the amount of feedback that the communicators can receive, (b) the number of cues that the channel can convey and that can be interpreted by a receiver, (c) the variety of language that communicators use, and (d) the potential for expressing emotions and feelings. A continuum channel developed ranges from communication-rich to communication-lean.  
(3) **Social information-processing theory**. Emotional and relationship messages can be expressed via electronic means, although such messages take longer to be communicated without the immediacy of nonverbal cues.

Slide 16: The communication process is based on the content of the message, the social aspect of the relationship between sender and receiver, and metacommunication, which is communicating about communication itself (i.e. when you point out to the sender that the ways in which they communicated is denigrating, or that you do not appreciate the tone of the message)

Strategies to become a more competent communicator:

Be knowledgeable, motivated/aware, adaptable, ethical and other-oriented. It’s not enough to have the knowledge, we need to be motivated, aware of the communication process, when we communicate; We should be able to adapt to various communication styles; and, we need to strive to be ethical and other-oriented, sensitive to the other and the challenges they may face in the process of communication.

That is all for week 2.

Enjoy the rest of the week,

Elise