

Directions: First, read the following communication scenario. Then write an essay following the guidelines below (after the scenario).

As students come in to the classroom, they give Ms. Jones, a history teacher, their homework sheets. When the bell rings, Ms. Jones is standing in the front of her classroom behind a podium. She begins lecturing her class on Christopher Columbus. The students have been asked to take notes and most have a piece of paper on their desks and are writing as she speaks. It is 30 minutes before the end of the school day. The room is hot and without air conditioning. There is noisy construction occurring outside the open window.

William is a student in Ms. Jones' class. When she looks at him, his posture is slumped and he is not taking notes. He is often looking out the window or sitting with his arms crossed staring at the ceiling. She knows that he did not turn in his homework at the beginning of class today or the day before. William is feeling tired because he was up late the night before worried about his sick grandmother. At the end of her lecture, Ms. Jones moves toward his desk. William sits up straight but looks at the floor and avoids making eye contact with Ms. Jones. She steps directly in front of his desk and asks William to repeat for the class the main points that her lecture covered. William sits silently and does not look up from the floor. There is a long period of silence while Ms. Jones waits for William to reply. He begins to tap the desk with his pencil and sighs. Mrs. Jones looks at her watch and then angrily accuses him of not paying attention with a loud and sharp voice.

Using 6 terms from the following word bank, analyze (take apart) and evaluate (make a judgement about) this communication scenario. You can state observations, make inferences, evaluate the effectiveness of the communicators and how the situation could have been handled better by the communicators.

You must choose at least 2 terms from the Communication Model column, 2 terms from the Nonverbal Communication column, and 1 term from the Listening column. The sixth term can be from the column of your choice. Circle all of the terms that you use in your response. Write your response in the space provided on the next pages. The rubric for this question is on the last page of the test. (10 POINTS)

Word Bank

Communication Model Terms (2)	Nonverbal Communication Terms (2)	Listening Terms (1)
Encoder	Kinesics	RASA
Decoder	Paralanguage	Critical Listening
Channel	Artifacts	Informational Listening
Context OR Circumstances	Proxemics	Empathetic Listening
Message	Olfactics	Active Listening
Personal Noise	Chronemics	Listening
Physical Noise	Haptics	Hearing
Feedback	Adaptors	
	Illustrators	
	Regulators	
	Emblems	
	Affect Display	

Both William and Ms. Jones could have communicated better in this situation. Although there is physical noise in the room (construction outside), the main reason that William doesn't pay attention during class is his personal noise. William is concerned about his sick grandmother and is very tired, so he can not focus during class. He shows Ms. Jones that he isn't paying attention ^{through} his kinesics. William slumps in his chair, crosses his arms, looks out the window and does not take notes. At the end of class, when ~~William~~ Ms. Jones approaches William at his desk, he sits up to show that he sees her, but refuses to make eye contact. This refusal demonstrates that William knows he did something wrong. Ms. Jones asks William to repeat the lesson, but he can not do this since he was not attentive in class. This proves that William was hearing but not listening. Even though noise was hitting his ear drums, he did not think about ~~the~~ it or decode the message. When Ms. Jones "accuses him of not paying attention," she uses a "loud and sharp voice." This change in how she is speaking is paralanguage because Ms. Jones changed her tone of voice to communicate anger. The channel during this communication was face-to-face because the communicators

Were in the same room. This communication would have been more effective if William had told the teacher that he was worried about his sick grandmother. Also, if the teacher used a kinder approach after class, William would feel more comfortable telling her that he has a problem. Lastly, William could have made a bigger effort to pay attention in class.

	Novice	Developing	Proficient	Expert
Integration of content vocabulary	Little terminology is used correctly.	Most terminology is used correctly, but may not be integrated in the response. Vocabulary words used without articulating the relationship between concepts.	All terminology is used correctly. Attempts are made to integrate the content by articulating the relationship between concepts.	All terminology is used correctly and integrated with insight.
Understanding of text (communication scenario)	Written analysis demonstrates little understanding of the "text" as a whole.	Written analysis demonstrates basic and partial understanding of the "text" as a whole.	Written analysis demonstrates a basic understanding of the "text" as a whole.	Written analysis demonstrates a high level of insightful understanding of the "text" as a whole.
Evaluate content	Evaluation of content is brief and possibly confusing.	Evaluation of content is thorough with some connection and examples, but it is not thoroughly explained.	Evaluation of content is a thorough explanation which cites specific connections and examples.	Evaluation of content is thorough and always insightful. Explanations cite clear connections and examples. Explanations go beyond basic understanding and are more complex.

10/10

This is an example of extreme miscommunication between Ms. Jones and William. There was physical noise of construction out doors and William had the personal noise of constantly worrying about his Grandmother being tired. William could have communicated his personal noise, his sick grandmother, to Ms. Jones but he decided to keep it a secret. Ms. Jones would have understood why William was tired but he did not communicate his message. William's personal noise only allowed him to hear the message, take in the noise but not decode it, but not truly listen take in noise and decide what is being said, to Ms. Jones. If he did listen, he would be able to offer Ms. Jones the feedback she was looking for. Although William is part to blame, Ms. Jones could have known something was going on. If she noticed William's affect displays of being tired she could have asked why he was so tired and known about William's situation. Also, Ms. Jones's use of proxemics could have frightened William. After already being upset had a teacher be at an intimate distance from his desk. This could have pressured William causing his adaptors to display his nervousness when he tapped the desk. Therefore, Ms. Jones also could have handled the situation better herself. In conclusion,

William could have communicated with Ms. Jones better
 and Ms. Jones should have read William's body language better.

*Nice evaluation
 throughout*

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William is not listening to Ms. Jones' lecture. He stares at the ground and crosses his arms (kinetics) to send the message that he has been ~~stalking~~ off. It leads to Ms. Jones as though William is being distracted by the physical noise outside with the construction when he is actually distracted by the personal noise of worrying about his sick grandmother. Ms. Jones comes very close to William's desk (proxemics) to show that she is the boss. When William doesn't know the answer to question she asked, she yells at him sharply instead of asking him what was wrong. She should have used empathetic listening to find out what was wrong with William to better the situation.

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Evaluate content 8.5/10	Evaluation of content is brief and possibly confusing.	Evaluation of content is thorough with some connection and examples, but it is not thoroughly explained.	Evaluation of content is a thorough explanation which cites specific connections and examples.	Evaluation of content is thorough and always insightful. Explanations cite clear connections and examples. Explanations go beyond basic understanding and are more complex.

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Evaluate content 6.5/10	Evaluation of content is brief and possibly confusing.	Evaluation of content is thorough with some connection and examples, but it is not thoroughly explained.	Evaluation of content is a thorough explanation which cites specific connections and examples.	Evaluation of content is thorough and always insightful. Explanations cite clear connections and examples. Explanations go beyond basic understanding and are more complex.