



“Investing in Africa’s future”

**COLLEGE OF SOCIAL SCIENCES, HUMANITIES, THEOLOGY &
EDUCATION (CSSTHE)**

NHCS 101: COMMUNICATION SKILLS I

END OF FIRST SEMESTER FINAL EXAMINATIONS

MAY /JUNE 2019

LECTURERS:

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DURATION: 3 HRS

INSTRUCTIONS

Answer **ONE** question from Section A (Academic Writing)

Answer **ALL** questions from Section B (Reading Comprehension)

Answer **ONE** question from Section C (ILS)

Write legibly.

SECTION A: ACADEMIC WRITING

[20 Marks]

INSTRUCTIONS

- a. Choose **ONE** topic from the following and write an essay on it.
 - b. Credit will be given for good English expression, clear organization and originality of ideas.
 - c. Your essay should be approximately 350 words.
 - d. Write legibly.
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Question 1

With the aid of a detailed diagram, explain the communication process illustrating how the components of the process work. Refer to a specific communication model.

Question 2

“Communication is power. Those who have mastered its effective use can change their own experience of the world and the world’s experience of them”. (Anthony Robbins). Basing your answer on the quotation, explain why we communicate. What does communication do for us?

Question 3

Identify and discuss five barriers to communication, for example, in an organization and show how communication can be improved in such an organization. Refer to a specific organization of your choice.

Question 4

In communication theory, **noise** in the communication process is defined as “any *internal or external interference in the communication process*”. Identify and discuss **five** examples of ‘noise’ in the communication process and explain how they could be minimised in an academic context.

Question 5

‘What you are speaks so loudly that I cannot hear what you say’. (Ralph Waldo Emerson on *Nonverbal Communication-Silent Language Speaks*). Using the quotation as a basis; explain the importance of the following non-verbal cues in a face to face interaction. Give examples for each:

- (i) Kinesics
- (ii) Haptics
- (iii) Chronemics
- (iv) Proxemics
- (v) Clothing and Artifacts

Question 6

“Knowing how to listen takes more than two good ears” (Sperry Corporation). Using this quotation as a starting point, discuss the principles underpinning effective listening. Support your answer with relevant and appropriate examples.

Question 7

Reading is defined as ‘*the act of interpreting meaning by reacting to a written text as a piece of communication*’. Outline in detail the steps you would follow when reading in preparation for an exam. In your response provide the steps in reference to SQ3R.

Question 8

‘Academic writing is linear’. Discuss this statement with specific reference to the structure of an academic essay.

Question 9

“Africa University is a pan-african institution with students and staff from diverse cultural backgrounds. When people from various cultures live in the same place, unique multicultural problems exist”. As a student at Africa University, discuss some of the problems that might be encountered in such a set-up. You may wish to refer to specific problems you have encountered as a student at Africa University

Question 10

- (a) Define what you understand by the term “leadership”
- (b) Identify and explain **four** types of leadership styles a leader can use in an organisation.

Question 11

Why do you think African countries continue to lag behind most Asian and European countries in terms of development in spite of the abundant natural and human resources they have? Justify your response with relevant examples.

Question 12

Discuss how any two forms of technological innovations have impacted people’s communication.

Question 13

Explain the role that church leaders can play to ensure that society becomes more just and equitable at the same time upholding high moral standards.

Question 14

‘Unbudgeted government spending remains one major obstacle towards the achievement of sustainable development for most African countries’. Do you agree with this point of view?

Question 15

Write a short article for an international student magazine outlining the benefits of a short stay in the area where you live.

Question 16

Prepare a speech in which you state something that bothers you in your everyday life. Clearly state what the problem is, why it is a problem and what you would like to see done about it, if anything.

Question 17

‘Private prayer is one of the most important types of communication a Christian can be involved in.’ How valuable is private prayer in your life?

Question 18

Comment and explain the nature of Health, Fitness and Exercise. How have you personally embraced these concepts?

SECTION B: READING COMPREHENSION

[20 Marks]

Read the following extract adapted from Chapter 1 of *Dynamics of Intercultural Communication* by Carley H. Dodd (1998) and answer the questions at the end of each passage. Choose the most appropriate answer A, B, C, D or E. Indicate your answer by crossing out the letter [X] on the ANSWER GRID provided.

Contexts for Intercultural Communication

Culture is the summation and interrelationship of an identifiable group’s beliefs, norms, activities, institutions and communication patterns. Every culture has a world view, themes, thought processes, expectations, values, modalities, procedures, rules, roles, language and interaction principles and nonverbal behaviours. With its kaleidoscope shapes and colours, culture lies at the root of communication impact. When we think of culture here, we must not be restricted by narrow cultural definitions. Rather, it is more helpful to observe the group contexts where the metaphor ‘culture’ aptly describes the system under consideration.

Macro cultural systems. Obviously, there are large global regions and national cultures that are structurally and organically bound together into a social system where people have developed a cultural network. Examples include what might be globally described as North American culture, Latin American culture, African culture, Middle Eastern culture, European culture and Asian culture. These global differences, marked by geopolitical factors and national identity, fit into the study of cultural influence on communication.

Microcultures and cocultures. The term microculture, used interchangeably with coculture and diversity culture in this text, is a collectivity with a conscious identity and grouping that is found coexisting within a larger culture. Microcultures, or cocultures, often experience common themes regarding image, bonding and association.

Microcultures of social and ethnic identification. Most people belong to a number of groups, some voluntary, some by birth, adoption or selection into those groups. Salient groups – the ones we consciously value – provide a source of identity. Structurally, these are microcultures or cocultures within a macroculture. A person may identify an elderly microculture, a cowboy microculture or a volunteer association microculture. Each group exhibits some similarities to the large culture, but also some differences. Microcultures of identification are often defined by class, education, age, religion, wealth, residence, work, family and gender. The significance of social identity groups lies in their saliency for any one individual. For instance, although you may value the civic club you belong to, your friend may not find much use for it.

Heritage cultures involve common origins, race or family ties. Ethnic groups are identifiable bodies of people noted for their common heritage and cultural traditions, which are often national. *Interethnic communication* is communication between two or more persons from different ethnic backgrounds. Although any listing of ethnic heritage is certain to omit some significant group, the following exemplify ethnic groups in the United States: Native American, Polish American, Italian American, Irish American, African American, Asian American, Mexican American and Puerto Rican American.

Interracial communication is communication between two or more persons of differing racial backgrounds. Whether or not you agree with the current debate about the usefulness or harm of the construct 'race', conflicts involving racial differences are real...The conceptual baggage we often carry with us, such as stereotypes of other racial groups, can easily blind us to the fact that, in many instances, few significant differences exist between two people. Real cultural differences do not always exist beyond ethnicity and race – we simply magnify the immediate through stereotypes.

Countercultures. Countercultural communication involves persons of cocultures who in some form oppose the dominant host culture. Prosser defines it as 'interaction between members of a subcultural or cultural group whose members are alienated from the dominant culture. Members not only reject the values of the dominant culture or society, but also actively work against these values. Conflict is often the result'.

Prosser also cites an example of the Amish, a coculture in the U.S. whose members have reacted passively by withdrawing from the dominant culture. Several years ago before the fall of the Russian Empire (sic), Polish labourers, without historical precedent and risking retribution from the Soviet authorities that had strict anti-strike policies – went on a well-publicised strike seeking to free unions from government control. Many of the communication encounters that followed could be considered countercultural types of intercultural communication, at least in terms of the unions rejecting establishment values that had existed up to that time.

Communication between social classes. Some of the differences between people are based on status inferred from income, occupation and education. Communication between these classes is appropriately labelled social class communication. There is a large gap in many parts of the world between the elite and masses as well as between the rich and the poor. Often accompanying this gap are significant differences in outlook, customs and other features. Although these social classes share some aspects of a common culture, their differences become a social concern.

Rural-urban communication. Rural and urban lifestyles are noted for differences in pace of life, world view, values, philosophy and interpersonal relationship formation among other qualities. These differences represent communication styles and functional differences in communication when rural and urban individuals interact.

Regional communication. (Taking the U.S. as an example) people from one region sometimes encounter communication differences with people from another region. A reserved New Englander is sometimes put off by the syrupy-sweet southern style of communication because he takes it to be a sign of insincerity. On the other hand, a southerner may interpret the reserved style of her northern friend as a sign of rudeness.

Gender communication. Evidence confirms how communication patterns are markedly different between men and women. From examples in management to cases in families, databases and scholarly literature remind us of male and female cocultures. The different communication styles of males and females can be a source of enormous interpersonal misunderstanding. An understanding of the cultural differences involved can improve intercultural skills.

Organisational cultural communication... Most organisations can be described by many of the same elements as macrocultures. Such systems incorporate accompanying norms, procedures, customs, rules, communication patterns and other elements that profoundly affect interaction among organisational members. The culture influences how they interact with people from other organisational members. For instance, an organisation that emphasizes task and performance above other factors will likely experience frustration in communicating with an organisation that has a more laid-back approach which emphasizes personal relationships. One of the discoveries in the field of intercultural relations is that individuals who adhere to organisational cultural norms are vastly influenced by the systems they operate in.

Family cultures. Families are cultural systems also. Researchers like Galvan and Brommel have adapted family systems models and expanded them to identify unique communication patterns resulting primarily from the family system. Other scholars explain a number of communication and relationship outcomes developing in concert with family culture.

Question 1

The focus of the extract is on

- A. the differences between cultures.
- B. the similarities between cultures.
- C. the settings in which intercultural communication takes places.
- D. the need to be aware of intercultural communication.

Question 2

Culture is described as having 'kaleidoscopic shapes and colours'. This means that

- A. it is difficult to define.
- B. it is constantly changing.
- C. it is lively and interesting.
- D. it is a broad concept.

Question 3

Macrocultrual systems

- A. developed into social systems because of cultural networking.
- B. developed naturally.
- C. are the result of geopolitical factors.
- D. are a global regional phenomena.

Question 4

Studying different macrocultrual systems helps us to

- A. understand how communication is influenced by culture.
- B. understand the communication process in general.
- C. understand the use of communication in structural and organic social systems.
- D. understand the usefulness of communication in cultural networks.

Question 5

If you are a member of a microculture, it is because

- A. you have chosen to be
- B. you belong to a particular social or ethnic group
- C. you have been adopted into the group or been selected by it
- D. all of the above

Question 6

Ethnic heritage refers to a person's

- A. citizenship.
- B. original country of birth.
- C. the group he or she now identifies with.
- D. the group he or she shares common features with.

Question 7

The author describes the term 'race' as a construct. This means that

- A. it includes some thoughts and ideas about people based on their distinctive physical characteristics.
- B. it is an artificial definition that can be useful or harmful.
- C. it has been recently been the subject of debate.
- D. the meaning of the term has been built up over a long period of time.

Question 8

The author believes that 'the conceptual baggage we often carry with us'

- A. can interfere with intercultural communication.
- B. explains some significant differences between people.
- C. magnifies communication.
- D. is a result of stereotyping.

Question 9

Countercultures

- A. oppose the dominant culture in some form.
- B. are responsible for conflict in society.
- C. withdraw from the dominant culture.
- D. are rejected by the dominant culture.

Question 10

'Status' in the context of social classes refers to

- A. whether a person is rich or poor.
- B. a person's income, occupation and education.
- C. a person's inclusion in either the elite or the masses.
- D. a person's social position.

Question 11

Rural-urban communication contains differences because

- A. rural life is more laid-back and the pace of urban life is faster.
- B. individuals tend to remain in either the rural or urban setting.
- C. individuals use communication styles and functions that are appropriate to the context they are in.
- D. individuals have adapted to their environment.

Question 12

The author says that southerners in the U.S. use 'a syrupy-sweet...style of communication'. He is

- A. describing their style of communication.
- B. using a stereotype.
- C. stating a fact.
- D. giving an opinion.

Question 13

In the author's example, the misunderstanding between the northern and the southerner arose because

- A. each assumed their communication style was universal.
- B. they had never studied intercultural communication.
- C. they weren't really friends.
- D. they also experienced gender communication problems.

Question 14

People interact within organisations. Those that accept the norms and values of the system are more likely

- A. to see the organisation as their macroculture.
- B. to be profoundly influenced by the culture of the organisation.

- C. to emphasize task and performance above a laid-back approach.
- D. to interact well with individuals from other organisations.

Question 15

15. To develop 'in concert with family culture.' means

- A. to make an effort to agree with family culture.
- B. to be united in the family.
- C. to grow in harmony with the family culture.
- D. to develop simultaneously with family culture.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Choose the word or set of words that, when inserted in the sentence, **best** fits the meaning of the sentence.

Question 16

At the time theories concerning the type of life that might exist on other planets were _____ because they rested on crude and _____ information about planetary atmospheres.

- A. inaccurate...substantial
- B. nebulous...specific
- C. authoritative...factual
- D. speculative...incomplete
- E. misleading...definitive

Question 17

Contrary to what may be expected, most people are not generally _____ being asked for help for help but tend to welcome the chance to assist others.

- A. exasperated by
- B. condemned for
- C. agreeable to
- D. experienced in
- E. naïve about

Question 18

They sought to oust their party chair because her proposal seemed _____, it contradicted their fundamental economic policies.

- A. garrulous
- B. remedial
- C. formulaic
- D. heretical
- E. cursory

Question 19

Shy and timid by nature, Martin became even more _____ when in the presence of his supervisor

- A. boisterous
- B. retiring
- C. oblivious
- D. perturbed
- E. gallant

Question 20

The following question consists of a word printed in capital letters, followed by five words or phrases. Choose the best word or phrase that is most nearly opposite in meaning to the word in capital letters.

PROLIFIC

- A. worthless
- B. barren
- C. practical
- D. baleful
- E. youthful

SECTION C: INFORMATION LITERACY SKILLS (ILS)

[20 Marks]

Answer **ONE** question from this section.

Question 1

Identify and explain the qualities of an Information Literate individual. (20 marks)

Question 2

Discuss the following terms used in the evaluation of Information sources

- a) Authority (4 marks)
- b) Relevance (4 marks)
- c) Objectivity (4 marks)
- d) Currency (4 marks)
- e) Coverage/ Scope(4 marks)

Question 3

In today's digital era, electronic resources play a pivotal role in research. Discuss the merits of using electronic resources over print resources? (20 marks)

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