

**NCA Speaker Series: Developing Ideas for Teaching and Research  
June 1-5, 2020**

*“Learning the Three C’s:  
Becoming a Competent Classroom Communicator”*

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***Suggested Resources***

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Dannels, D. P. (2015). *Eight essential questions teachers ask: A guidebook for communicating with students*. New York: NY: Oxford University Press.
- Davis, B. G. (2009). *Tools for teaching* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Fassett, D. L., & Warren, J. T. (Eds.). (2010). *The SAGE handbook of communication and instruction*. Los Angeles, CA: Sage.
- Houser, M. L., & Hosek, A. M. (Eds.). (2018). *Handbook of instructional communication: Rhetorical and relational perspectives*. New York, NY: Routledge.
- Liesvald, R., & Miller, J. A. (2005). *Teach with your strengths: How great teachers inspire their students*. New York, NY: Gallup Press.
- Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (Eds.). (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Allyn & Bacon.
- Pratt, D. D., & Associates. (2005). *Five perspectives of teaching in adult and higher education*. Malabar, FL: Krieger.

Suskie, L. (2018). *Assessing student learning: A common sense guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Vangelisti, A. L., Daly, J. A., & Friedrich, G. V. (1999). *Teaching communication: Theory, research, and methods* (2nd ed.). Mahwah, NJ: Erlbaum.

Witt, P. L. (Ed.). (2016). *Handbooks of communication and science: Communication and learning* (Vol. 16). Berlin, Germany: DeGruyter Mouton.

### Communicator Style Measure

This questionnaire contains statements about your communicative behaviors. Indicate how often each statement is true for you personally according to the following scale.

If the statement is **almost always true**, write **5** in the blank.

If the statement is **often true**, write **4** in the blank.

If the statement is **occasionally true**, write **3** in the blank.

If the statement is **rarely true**, write **2** in the blank.

If the statement is **almost never true**, write **1** in the blank.

- \_\_\_\_\_ 1. I am comfortable with all varieties of people.
- \_\_\_\_\_ 2. I laugh easily.
- \_\_\_\_\_ 3. I readily express admiration for others.
- \_\_\_\_\_ 4. What I say usually leaves an impression on people.
- \_\_\_\_\_ 5. I leave people with an impression of me that they definitely tend to remember.
- \_\_\_\_\_ 6. To be friendly, I verbally acknowledge others' contributions.
- \_\_\_\_\_ 7. I am a very good communicator.
- \_\_\_\_\_ 8. I have some nervous mannerisms in my speech.
- \_\_\_\_\_ 9. I am a very relaxed communicator.
- \_\_\_\_\_ 10. When I disagree with others, I am very quick to challenge them.
- \_\_\_\_\_ 11. I can always repeat back to a person exactly what he or she meant.
- \_\_\_\_\_ 12. The sound of my voice is very easy to recognize.
- \_\_\_\_\_ 13. I am a very precise communicator.
- \_\_\_\_\_ 14. I leave a definite impression on people.
- \_\_\_\_\_ 15. The rhythm or flow of my speech is sometimes affected by nervousness.
- \_\_\_\_\_ 16. Under pressure, I come across as a relaxed speaker.
- \_\_\_\_\_ 17. My eyes reflect exactly what I am feeling when I communicate.
- \_\_\_\_\_ 18. I dramatize a lot.
- \_\_\_\_\_ 19. I always find it very easy to communicate on a one-to-one basis with people I do not know very well.
- \_\_\_\_\_ 20. Usually, I deliberately react in such a way that people know I am listening to them.
- \_\_\_\_\_ 21. Usually, I do not tell people much about myself until I get to know them well.
- \_\_\_\_\_ 22. I tell jokes, anecdotes, and stories when I communicate.
- \_\_\_\_\_ 23. I tend to constantly gesture when I communicate.
- \_\_\_\_\_ 24. I am an extremely open communicator.
- \_\_\_\_\_ 25. I am a vocally loud communicator.
- \_\_\_\_\_ 26. In a small group of people I do not know very well, I am a very good communicator.
- \_\_\_\_\_ 27. In arguments or differences of opinion, I insist upon very precise definitions.
- \_\_\_\_\_ 28. In most situations, I speak very frequently.
- \_\_\_\_\_ 29. I find it extremely easy to maintain a conversation with a member of the opposite sex.
- \_\_\_\_\_ 30. I like to be strictly accurate when I communicate.
- \_\_\_\_\_ 31. Because I have a loud voice, I can easily break into a conversation.
- \_\_\_\_\_ 32. Often I physically and vocally act out when I communicate.
- \_\_\_\_\_ 33. I have an assertive voice.
- \_\_\_\_\_ 34. I readily reveal personal things about myself.

- \_\_\_\_\_ 35. I am dominant in conversations.
- \_\_\_\_\_ 36. I am very argumentative.
- \_\_\_\_\_ 37. Once I get wound up in a heated discussion, I have a hard time stopping myself.
- \_\_\_\_\_ 38. I am an extremely friendly communicator.
- \_\_\_\_\_ 39. I really like to listen very carefully to people.
- \_\_\_\_\_ 40. I insist that other people document or present some kind of proof for what they are arguing.
- \_\_\_\_\_ 41. I try to take charge of things when I am with people.
- \_\_\_\_\_ 42. It bothers me to drop an argument that is not resolved.
- \_\_\_\_\_ 43. In most situations I tend to come on strong.
- \_\_\_\_\_ 44. I am very expressive nonverbally.
- \_\_\_\_\_ 45. The way I say something usually leaves an impression on people.
- \_\_\_\_\_ 46. Whenever I communicate, I tend to be very encouraging to people.
- \_\_\_\_\_ 47. I actively use a lot of facial expressions when I communicate.
- \_\_\_\_\_ 48. I verbally exaggerate to emphasize a point.
- \_\_\_\_\_ 49. I am an extremely attentive communicator.
- \_\_\_\_\_ 50. As a rule, I openly express my feelings and emotions.

*Scoring:*

Reverse code items 8, 15, and 21. (If you put a 5 for item 8, change this score to 1; if 4, change this score to 2; if 2, change this score to 4; if 1, change this score to 5.)

1. Add your scores for items 3, 6, 38, and 46. This is your **friendly** score: \_\_\_\_\_.
2. Add your scores for items 4, 5, 14, and 45. This is your **impression leaving** score: \_\_\_\_\_.
3. Add your scores for items 8, 9, 15, and 16. This is your **relaxed** score: \_\_\_\_\_.
4. Add your scores for items 10, 36, 37, and 42. This is your **contentious** score: \_\_\_\_\_.
5. Add your scores for items 11, 20, 39, and 49. This is your **attentive** score: \_\_\_\_\_.
6. Add your scores for items 13, 27, 30, and 40. This is your **precise** score: \_\_\_\_\_.
7. Add your scores for items 17, 23, 44, and 47. This is your **animated** score: \_\_\_\_\_.
8. Add your scores for items 18, 22, 32, and 48. This is your **dramatic** score: \_\_\_\_\_.
9. Add your scores for items 21, 24, 34, and 50. This is your **open** score: \_\_\_\_\_.
10. Add your scores for items 28, 35, 41, and 43. This is your **dominant** score: \_\_\_\_\_.

Norton, R. W. (1978). Foundations of a communicator style construct. *Human Communication Research*, 4, 99-112.