Writing Assignment #1

**Communication Inhibitors Analysis**

**Summary of assignment**

* **Task:** For this assignment, you are asked to collect real-life examples of *barriers (inhibitors) to communication that occur in your work or community environment*. You will describe them, define them, justify them in a table, and then use them to rate your organization’s communication effectiveness.

* **Length:** The assignment has four parts. Details on word count are provided below and in the following pages.

* + Part I of this assignment will be 200-250 words
	+ Part II is a list of definitions. The definitions in this section should be about 30-40 words each.
	+ Part III is a table with short examples, names, and justifications. The word count will vary. o Part IV will be 175-250 words.

* **Format:** you will not cite sources in this paper, so you will not use any particular citation style. In writing up the assignment, please follow the template given on page 2.

**Reading Material to Draw Upon for this Assignment:**

For this assignment, you will want to draw on the following reading materials about communication inhibitors.

* “Management Study Guide: Barriers to Communication” by the MSG Team
* “Physical Barriers inn Communication” by Rahul Pandita
* “The Barrier to Effective Communication” by Rupal Jain

**These items are available as eReserves in our class in LEO.**

You can access the articles by taking the following steps:

* click *Content*
* select *Class Resources*
* select *eReserves*
* select the icon for eReserves in the middle of your page.
* in the list of items that appears, locate the articles and download them

# Template for this Assignment

Your text should be single-spaced and in 12-point font. Please use the following template when completing this assignment. *Details on each part of the assignment are provided on pages 3-4.*

**I.**

**Description of community setting, including a description of the 3-4 communication**

**inhibitors that occur in that setting (200-250 words):**

**II.**

**Definitions of the 3-4 inhibitors: Definitions should be restated from the readings in your own words, not copied and pasted.**

**III.**

**Table of the 3-4 communication samples and the inhibitors they represent:**

**The communication example**

**either as a direct quote or**

**paraphrase**

**The name of the inhibitor(s)**

**that the example represents**

**A justification of your**

**selection of the inhibitor**

**IV.**

**Short paragraph rating the organization’s communication effectiveness on a scale of 1**

**to 100 and justifying the ranking (175-250 words):**

# Details on Each Part of the Assignment

***Part I:***

Consider your work or community and **come up with 3-4 real-life examples of barriers (inhibitors)** to written and verbal communication that occur in that environment. The communication examples you come up with can be from documents, conversations (face-to-face or digital), emails, or meetings.

Then **write one or two detailed paragraphs of 100-125 words each** in which you describe the following:

* your workplace or community setting you have chosen to analyze
* the communication barriers in that setting that you are describing • other details you think might be relevant to the context

Various types of communication inhibitors, and examples of them, can be found in the articles that are available to you through eReserves. These communication barriers include but are not

limited to the following:

**Attitudinal barrier**

**Avoiding the listener Channel barrier**

**Cultural barrier**

**Different cultural level**

**Distance**

**Emotional barrier**

**Environment**

**Ignorance of medium**

**Ignoring the content**

**Impatience in the listener**

**Individual barrier**

**Interpersonal barrier**

**Language/Linguistic barrier**

**Low pitch and tone**

**Noise**

**Not confirming with the recipient**

**Not understanding the mood of the recipient**

**Not understanding the receiver**

**Organizational barrier**

**Perceptual barrier**

**Physical disability**

**Unorganized thought**

**Wrong interpretations**

***Part II:***

After you've collected at least 3-4 communication barriers and have identified the inhibitors they represent, **define the inhibitors in a bulleted list**. When defining your inhibitors, the reading material listed on page 1 may be used without citation.

The definition you provide should identify the general characteristics of the inhibitor and how it works to impede communication. *The definitions should not mention your specific work environment.*

***Definitions should demonstrate parallel structure. That means that all should be written as complete sentences, infinitive phrases or in another phrase form. For help understanding parallel structure, press the ctrl key and click on the following link:***

<https://owl.purdue.edu/owl/general_writing/mechanics/parallel_structure.html>

**Please consult the sample student submission for this assignment in order to see a demonstration on how this part might be written.**

Please use the three articles listed on page 1, which are in e-reserves, for this assignment. Use the communication inhibitors suggested in those articles.

***Part III:***

Analyze these 3-4 communication inhibitors as they apply to your workplace or community environment. List them in a table with three columns:

* the communication example either as a direct quote or paraphrase
* the name of the inhibitor(s) at work in the sample
* a justification of your selection of the inhibitor(s)

**Again, please consult the sample student submission for this assignment in order to see a demonstration on how this part might be written.**

***Part IV:***

Using a scale of 1 to 100 (with a score of 75 considered *average*), rank your organization's communication effectiveness. Justify and explain the score you award. Your justification should be one to two paragraphs, about 175-250 words total.

***Word Length for this assignment:*** **All parts together should total at least 700-800 words**

**Submitting the assignment:**

You will submit a draft of the assignment to the assignment folder. The instructor will provide comments to it and work with you on a second draft if necessary.