**Subject: Introduction to Communication Time Allowed: 04hr**

**Instructor: Mehboob Alam Total Marks: 50**

**Final Term Assignment**

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**Q: 1. Differentiate between mass media and social media with emphasis on nature of communication from these mediums.**

**ANSWER**

1. **Mass Media**

**Definition**

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture.

**Types of Mass Media**

The mass media has evolved significantly over time. Have you ever wondered how the latest news and information was communicated in the past? Well, before there was the Internet, television, or the radio, there was the newspaper. The newspaper was the original platform for mass media. For a long period of time, the public relied on writers and journalists for the local newspapers to provide them with the latest news in current events. Centuries later, in the 1890s, came the invention of the radio. The radio would soon supersede the newspaper as the most pertinent source for mass media. Families would gather around the radio and listen to their favorite radio station programs to hear the latest news regarding politics, social issues, and entertainment.

There are various types of mass media which are as follows:

1. **Print media**: It involves magazines, newspapers and even billboards that we see everywhere around us.
2. **Electronic media**: It includes television and radio.
3. **New age media**: Mobile phones, computers, Apple TV, Play Stations etc.

**Conclusion:**

* Most people use mass media as a source of information. For example, students use it for academic purposes, business tycoons for business information and all adults for news and political updates. Businesses make use of mass media to promote their products and services in the form of advertisements. It is the biggest source of entertainment. Not all people love stage and standing comedy shows where 99% of the world population prefers TVs, Cinemas and computers for entertainment.
* Mass media is a source of communication.
* Facebook and twitter are the largest platforms that work as mass media.
* Mass media is a source of information.
1. **Social media**

**Definition**

**Social media** is a collective term for websites and applications which focus on communication, community-based input, interaction, content-sharing and collaboration.

**Types of social media**

**1. Social Networks**

**Examples:** Facebook, LinkedIn

A social networking site is a social media site that allows you to connect with people who have similar interests and backgrounds. Facebook, Twitter, and Instagram are three of the most popular examples of a social network website.

These platforms allow us to connect with our friends, family, and even brands. Most social network sites let users share thoughts, upload photos and videos, and participate in groups of interest.

**2. Bookmarking Sites**

**Examples:** Pinterest, Flipboard, Diggs

Bookmarking sites allow users to save and organize links to any number of online resources and websites. A great feature of these sites is the ability for the users to “tag” links, which makes them easier to search, and invariably, share with their followers. StumbleUpon is a popular example of a bookmarking site.

**3. Social news**

**Examples:** Digg

A social news site allows its users to post news links and other items to external articles. Users then proceed to vote on said items, and the items with the highest number of votes are most prominently displayed. A good example of a social news site is Reddit.

**4. Media Sharing**

**Examples:** Pinterest, YouTube, Vimeo

Media sharing websites allow users to share different types of media, with the two main ones being image sharing and video hosting sites.

**5. Microblogging**

**Examples:** Twitter, Facebook

These are just what they sound like, sites that allow the users to submit their short-written entries, which can include links to product and service sites, as well as links to other social media sites.

**Difference between mass media and social media**

The major **difference between mass media and social media** is this; the **mass media** puts the audience in a passive position**. Social media** puts the audience at the center. People are both the audience and the content creator; it provides a unique experience of social collaboration and social interaction.

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**Q: 2. What are groups and their strengths? Also discuss the key features of organizational communication.**

**ANSWER**

**Definition:**

Organizational communication is the process by which groups of people convey company goals and the way to reach them. Organizational communication is an integral part of effective management practices within the workplace: productive and thoughtful dialogue can make or break an organization and the relationships within it.

 **Types of organizational communication:**

1. Formal and informal communication
2. Vertical and horizontal communication

**Features of organizational communication:**

(I) Communication is a two-way traffic.

(ii) It is a continuous and unending process.

(iii) It is a short-lived process and lasts till the other person understands the message.

(iv) The main purpose of communication is to make the message understandable to others.

(v) It aims at achieving the organizational objectives.

(vi) It dispels the misunderstanding between persons.

**WHAT ARE GROUPS**

Pick up any newspaper, and you will see announcements and advertisements for social groups, volunteer service committees, personal support groups, health teams, focus groups sought by companies trying out new products, and political action coalitions. It is a rare person in the United States who hasn’t had a wealth of group experiences. The tendency toward group work is especially pronounced in the workplace. Although groups and teams have gained increased prominence in today’s organizations, they actually have a long history in the workforce. Miners, seafarers, and other laborers relied on groups to accomplish their jobs and often to survive harsh and dangerous working conditions (Hodson & Sullivan, 2002). Groups are also characterized by shared goals. Some common objective or objectives bring and hold members together. Citizens form groups to accomplish political goals, establish social and art programs, protest zoning decisions, and protect the security of neighborhoods.

**Potential Strengths of Groups**

In comparison to individuals, groups generally have greater resources, are more thorough and more creative, and generate greater commitment to decisions.

**Greater Resources** A group obviously exceeds any individual member in the number of ideas, perspectives, experiences, and expertise it can bring to bear on solving a problem. Especially on teams, the different resources of individual members are a key to effectiveness (Kelley & Littman, 2001). One member knows the technical aspects of a product, another understands market psychology, a third has expertise in cost analysis, and so forth. When my father was hospitalized after a series of strokes, we had a health-care team that included a neurologist, a cardiologist, a physical therapist, a social worker, and a registered nurse. Each member of the team had distinct expertise, and they coordinated their specific skills and knowledge to provide him with integrated care.

**Greater Thoroughness** Groups also tend to be more thorough than individuals, probably because members act as a check-and-balance system for each other (Rothwell, 2007; Salazar, 1995). The parts of an issue one member don’t understand, another person does; the details of a plan that bore one-person interest another; the holes in a proposal that one member doesn’t see will be recognized by others. The greater thoroughness of groups isn’t simply the result of more people. It also reflects interaction among members. Discussion itself promotes more critical and more careful analysis because members propel each other’s thinking. Synergy is a special kind of energy that combines and goes beyond the energies, talents, and strengths of individual members (Lumsden & Lumsden, 2004).

**Greater Creativity** A third value of groups is that they are generally more creative than most individuals. Again, the reason seems to lie in the synergetic communication in groups. When members know how to communicate effectively, they interact in ways that spark good ideas, integrative thinking, and creativity. Any individual eventually runs out of new ideas, but groups seem to have almost infinite generative ability. As members talk, they build on each other’s ideas, refine proposals, see new possibilities in each other’s comments, and so forth. Often, the result is a greater number of ideas and more creative final solutions.

**Greater Commitment** Finally, an important strength of groups is their ability to generate commitment to decisions. The greater commitment fostered by group discussion arises from two sources. First, participation in the decision-making process enhances commitment to decisions. Thus, groups build commitment among members, which is especially important if members are to be involved in implementing the decision. Second, because groups have greater resources than the individual decision maker, their decisions are more likely to take into account the points of view of various people whose cooperation is needed to implement a decision. This is critical because a decision can be sabotaged if the people it affects dislike it or believe their perspectives weren’t considered. Greater resources, thoroughness, creativity, and commitment to group goals are powerful values of group decision making. To realize these values, however, members must be aware of the trade-off of time needed for group discussion and must resist pressures to conform, or to induce others to conform, without critical thought.

**Q: 3. Discuss Argyle (1972) list of ten codes and the sort of meanings they convey in your own simple words.**

**ANSWER**

**What are codes?**
Codes are systems of signs, which create meaning. Codes can be divided into two categories – technical and symbolic.

1. Technical codes are all the ways in which equipment is used to tell the story in a media text, for example the camera work in a film.
2. Symbolic codes show what is beneath the surface of what we see. For example, a character's actions show you how the character is feeling.

Some codes fit both categories – music for example, is both technical and symbolic.

**Argyle (1972) lists ten such codes and suggests the sort of meanings they can convey.**

1. **Bodily contact**

 Whom we touch and where and when we touch them can convey important messages about relationships. Interestingly, this code and the next (proximity) are ones that appear to vary most between people of different cultures. The British touch each other less frequently than members of almost any other culture.

1. **Proximity (or proxemics)**

 How closely we approach someone can give a message about our relationship. There appear to be ‘distinctive features’ that differentiate significantly different distances. Within three feet is intimate; up to about eight feet is personal; over eight feet is semi-public; and so on. The actual distances may vary from culture to culture: the personal, but not intimate, distance of Arabs can be as little as eighteen inches—which can be very embarrassing for a British listener. Middleclass distances tend to be slightly larger than the corresponding working-class ones.

1. **Orientation**

How we angle ourselves to others is another way of sending messages about relationships. Facing someone can indicate either intimacy or aggression; being at 90° to another indicates a co-operative stance; and so on.

1. **Appearance**

 Argyle divides this into two: those aspects under voluntary control—hair, clothes, skin, bodily paint and adornment—and those less controllable—height, weight, etc. Hair is, in all cultures, highly significant as it is the most ‘flexible’ part of our bodies: we can most easily alter its appearance. Appearance is used to send messages about personality, social status, and, particularly, conformity. Teenagers frequently indicate their dissatisfaction with adult values by hair and dress: and then complain when such messages of hostility provoke negative reactions from adults!

1. **Head nods**

These are involved mainly in interaction management, particularly in turn-taking in speech. One nod may give the other permission to carry on speaking; rapid nods may indicate a wish to speak.

1. **Facial expression**

This may be broken down into the sub-codes of eyebrow position, eye shape, mouth shape, and nostril size. These, in various combinations, determine the expression of the face, and it is possible to write a ‘grammar’ of their combinations and meanings. Interestingly, facial expression shows less cross-cultural variation than most other presentational codes.

1. **Gestures (or kinesics)**

 The hand and arm are the main transmitters of gesture, but gestures of feet and head are also important. They are closely co-ordinated with speech and supplement verbal communication. They may indicate either general emotional arousal or specific emotional states. The intermittent, emphatic up-and-down gesture often indicates an attempt to dominate, whereas more fluid, continuous, circular gestures indicate a desire to explain or to win sympathy. Besides these indexical gestures, there is a group of symbolic ones. These are frequently insulting or scatological and are specific to a culture or subculture: The V sign is an example. We should also mention the iconic type of gesture such as beckoning, or using the hands to describe a shape or direction.

1. **Posture**

Our ways of sitting, standing, and lying can communicate a limited but interesting range of meanings. These are frequently concerned with interpersonal attitudes: friendliness, hostility, superiority or inferiority can all be indicated by posture. Posture can also indicate emotional state, particularly the degree of tension or relaxation. Interestingly, and perhaps surprisingly, posture is less well controlled than facial expression: anxiety that does not show on the face may well be given away by posture.

1. **Eye movement and eye contact**

 When, how often, and for how long we meet other people’s eyes is a way of sending very important messages about relationships, particularly how dominant or affiliative we wish the relationship to be. Staring someone out is a simple challenge of dominance; making eyes at someone indicates a desire for affiliation. Making eye contact at the beginning of or early in a verbal statement indicates a desire to dominate the listener, to make him or her pay attention; eye contact towards the end of or after a verbal statement indicates a more affiliative relationship, a desire for feedback, to see how the listener is reacting.

1. **Non-verbal aspects of speech**

These are divided into two categories: (a) The prosodic codes which affect the meaning of the words used.

Pitch and stress are the main codes here. ‘The shops are open on Sunday’ can be made into a statement, a question, or an expression of disbelief by the pitch of the voice, (b) The paralinguistic codes which communicate information about the speaker. Tone, volume, accent, speech errors, and speed indicate the speaker’s emotional state, personality, class, social status, way of viewing the listener, and so on.

**Q: 4. What is leadership and what are its different styles? Discuss leadership communication in detail.**

**ANSWER**

**Leadership**

**Definition**

Leadership is both a research area and a practical skill encompassing the ability of an individual, group or organization to "lead", influence or guide other individuals, teams, or entire organizations.

**Styles of leadership**

There are different styles of leadership as follows:

Styles may be enacted by a single group leader or by several members. Researchers have identified three primary styles of leadership, each of which involves distinctive forms of communication and each of which has a unique impact on group climate and productivity. In many cases, a group’s leadership cannot be classified neatly into one of the three styles. Instead, leadership may be a blend of the styles, and the blend may change over time.

**Laissez-faire Leadership** Laissez-faire is a French phrase that is roughly translated “do nothing.” Laissez-faire leadership is laid-back and nondirective. The laissez-faire leader doesn’t provide guidance or suggest directions in which the group should move. Laissez-faire leaders also don’t exert authority, preferring to let the group set its own goals and move at its own speed. If problems develop in a group, the laissez-faire leader is unlikely to intervene to get the group back on track. Laissez-faire leadership is not always undesirable. When a group consists of members who are mature, experienced, and self-directed, there may be little need for control by one or more leaders. Yet this is more the exception than the rule. Most groups need guidance, at least at times, to develop and sustain a good climate and to be productive. For this reason, laissez-faire leadership generally is not recommended. It tends to cultivate unfocused discussion and inefficient work. Thus, laissez-faire leadership may hinder productivity or decision making (Bass, 1990). In addition, laissez-faire leadership typically fosters an unproductive climate because lack of direction generates frustration among members. Inefficiency is perhaps the most common characteristic of laissez-faire leadership (White & Lippitt, 1960).

**Authoritarian Leadership** As the term suggests, authoritarian leadership is directive and dictatorial. It may vary in how directive and domineering it is. This style of leadership tends to be used by a lone leader rather than by several members who share leadership. Authoritarian leaders may announce directions for discussion, assign specific tasks to members, make decisions without consulting others in the group, and otherwise exert control over the group process. As you might suspect, groups that have authoritarian leadership often are very efficient, but members’ morale and work quality may not be optimal (Van Oost rum & Rabie, 1995). Highly authoritarian leadership generally discourages interaction between members and fosters a centralized pattern of leader-to-member, member to-leader communication. The paucity of communication among members interferes with the development of group morale and a sense of cohesive identity. Although groups with authoritarian leaders sometimes produce good decisions, this style of leadership seldom promotes satisfaction and cohesion among members. Furthermore, authoritarian leadership doesn’t cultivate initiative and commitment among members, so group climate and morale are not ideal. Dependence, apathy, low cohesion, and resentment are common responses to highly authoritarian leadership (Kouzes & Posner, 1999; Lewin, Lippitt, & White, 1939). Before you dismiss authoritarian leadership altogether, you should realize that it can be effective, even ideal, in some circumstances (Yanez, 1990). The movie Vertical Limit is an adventure tale about high-risk mountain climbers. In the film, one group of climbers falls into a crevasse while attempting to reach the summit of K2 in the Himalayas. Another group of climbers decides to mount a rescue effort. When disagreement about how to proceed breaks out among the rescuers, the most seasoned and expert climber tells the others, “This is not a democracy. You’ll do what I say.” This autocratic style of leading was appropriate for two reasons. First, the leader had the most experience and probably the best judgment about how to proceed. Second, the first group of climbers could have died from edema, hypothermia, or other conditions if the rescue team had taken the time to democratically decide what to do.

**Democratic Leadership** Democratic leadership provides direction and guidance but does not impose rigid authority. Democratic leadership, whether provided by one individual or by several members, fosters members’ development by encouraging them to formulate their own goals and procedures and to take initiative within a group. This style of leadership tends to generate high, generally balanced communication among members who have been socialized in democratic cultures. In turn, high participation fuels group cohesion and members’ satisfaction with belonging to a group (Gastil, 1994; Gibb, 1969). Finally, democratic leadership tends to yield high-quality task outcomes that are generally more original and creative than those produced by groups with authoritarian or laissez-faire leadership (Blanchard, Carlos, & Randolph, 1998; White & Lippitt, 1960).

**Other five styles which we can use are:**

**1. Authoritarian Leadership**

Authoritarian leadership styles allow a leader to impose expectations and define outcomes. A one-person show can turn out to be successful in situations when a leader is the most knowledgeable in the team. Although this is an efficient strategy in time-constrained periods, creativity will be sacrificed since input from the team is limited.  The authoritarian leadership style is also used when team members need clear guidelines.

**Advantages:**

* Time spent on making crucial decisions can be reduced.
* Chain of command can be clearly emphasized.
* Mistakes in the implementation of plans can be reduced.
* Using authoritarian leadership stylecreates consistent results.

**Disadvantages:**

* A very strict leadership style can sometimes lead to employee rebellion.
* It kills employee creativity and innovation.
* It reduces group synergy & collaboration.
* Group input is reduced dramatically.
* Authoritarian leadership increases employee turnover rate.

**2. Participative Leadership**

Participative leadership styles are rooted in democratic theory. The essence is to involve team members in the decision-making process. Team members thus feel included, engaged and motivated to contribute. The leader will normally have the last word in the decision-making processes. However, if there are disagreements within a group, it can be a time-consuming process to reach a consensus.

**Advantages:**

* It increases employee motivation and job satisfaction.
* It encourages use of employee creativity.
* A participative leadership style helps in the creation of a strong team.
* High level of productivity can be achieved.

**Disadvantages:**

* Decision-making processes become time-consuming.
* Leaders have a high probability of being apologetic to employees.
* Communication failures can sometimes happen.
* Security issues can arise because of transparency in information sharing.
* Poor decisions can be made if the employees are unskilled.

**3. Delegative leadership**

Also known as "laissez-faire leadership", a delegative leadership style focuses on delegating initiative to team members. This can be a successful strategy if team members are competent, take responsibility and prefer engaging in individual work. However, disagreements among the members may split and divide a group, leading to poor motivation and low morale.

**Advantages:**

* Experienced employees can take advantage of their competence and experience.
* Innovation & creativity is highly valued.
* Delegative leadership creates a positive work environment.

**Disadvantages:**

* Command responsibility is not properly defined.
* Delegative leadership creates difficulty in adapting to change.

Top of Form

* High Performance Leadership gram

Bottom of Form

**4. Transactional leadership**

**Transactional leadership styles** use "transactions" between a leader and his or her followers - rewards, punishments and other exchanges - to get the job done. The leader sets clear goals, and team members know how they'll be rewarded for their compliance. This "give and take" leadership style is more concerned with following established routines and procedures in an efficient manner, than with making any transformational changes to an organization.

**Advantages:**

* Leaders create specific, measurable and time-bound goals that are achievable for employees.
* Employee motivation and productivity is increased.
* Transactional leadership eliminates or minimizes confusion in the chain of command.
* It creates a system that is easy to implement for leaders and easy to follow by employees.
* Employees can choose reward systems.

**Disadvantages:**

* Innovation & creativity is minimized.
* Empathy is not valued.
* Transactional leadership creates more followers than leaders among employees.

**5. Transformational Leadership**

In transformational leadership styles, the leader inspires his or her followers with a vision and then encourages and empowers them to achieve it. The leader also serves as a role model for the vision.

**Advantages:**

* It leads to a lower employee turnover rate.
* Transformational leadership places high value on corporate vision.
* High morale of employees is often experienced.
* It uses motivation and inspiration to gain the support of employees.
* It is not a coercive approach to leadership.
* It places high value on relationships.

**Disadvantages:**

* Leaders can deceive employees.
* Consistent motivation and constant feedback may be required.
* Tasks can’t be pushed through without the agreement of employees.
* Transformational leadership can sometimes lead to the deviation of protocols and regulations.

**Q:5. What is Rhetoric? Discuss its evolution and development.**

**ANSWER**

Rhetoric

Definition:

Rhetoric is a technique of using language effectively and persuasively in spoken or written form. It is an art of [discourse](https://literarydevices.net/discourse/), which studies and employs various methods to convince, influence, or please an [audience](https://literarydevices.net/audience/).

**Common Rhetoric Examples**

Below are a few examples on how rhetoric is employed by using various literary devices:

* *How did this idiot get elected*? – A [rhetorical question](https://literarydevices.net/rhetorical-question/) to convince others that the “idiot” does not deserve to be elected.
* *Here comes the Helen of our school*. – An[*allusion*](https://literarydevices.net/allusion/) to “Helen of Troy,” to emphasize the [*beauty*](https://literarydevices.net/beauty/)of a girl.
* *I would die if you asked me to sing in front of*[*my parents*](https://literarydevices.net/my-parents/)*.* – A [*hyperbole*](https://literarydevices.net/hyperbole/) to persuade others not to use force to make you do something you don’t want to do.
* *All blonds are dumb*. – Using a stereotype to develop a general opinion about a group.

**HISTORY**

Rhetoric has its origins in [Mesopotamia](https://en.wikipedia.org/wiki/Mesopotamia).[[37]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-39) Some of the earliest examples of rhetoric can be found in the [Akkadian writings](https://en.wikipedia.org/wiki/Akkadian_literature) of the princess and priestess [Enheduanna](https://en.wikipedia.org/wiki/En-hedu-ana) (c. 2285–2250 BC),[[38]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-40) while later examples can be found in the [Neo-Assyrian Empire](https://en.wikipedia.org/wiki/Neo-Assyrian_Empire) during the time of [Sennacherib](https://en.wikipedia.org/wiki/Sennacherib) (704–681 BC).[[39]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-41) In [ancient Egypt](https://en.wikipedia.org/wiki/Ancient_Egypt), rhetoric had existed since at least the [Middle Kingdom period](https://en.wikipedia.org/wiki/Middle_Kingdom_of_Egypt) (c. 2080–1640 BC). The [Egyptians](https://en.wikipedia.org/wiki/Egyptians) held eloquent speaking in high esteem, and it was a skill that had a very high value in their society. The "Egyptian rules of rhetoric" also clearly specified that "knowing when not to speak is essential, and very respected, rhetorical knowledge". Their "approach to rhetoric" was thus a "balance between eloquence and wise silence". Their rules of speech also strongly emphasized "adherence to social behaviors that support a conservative status quo" and they held that "skilled speech should support, not question, society".[[40]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-42) In [ancient China](https://en.wikipedia.org/wiki/Ancient_China), rhetoric dates back to the [Chinese philosopher](https://en.wikipedia.org/wiki/Chinese_philosophy), [Confucius](https://en.wikipedia.org/wiki/Confucius) (551–479 BC), and continued with later followers. The tradition of [Confucianism](https://en.wikipedia.org/wiki/Confucianism) emphasized the use of [eloquence](https://en.wikipedia.org/wiki/Eloquence) in speaking.[[41]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-43) The use of rhetoric can also be found in the ancient [Biblical](https://en.wikipedia.org/wiki/Biblical) tradition.[[42]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-44)

In [ancient Greece](https://en.wikipedia.org/wiki/Ancient_Greece), the earliest mention of oratorical skill occurs in [Homer](https://en.wikipedia.org/wiki/Homer)'s [*Iliad*](https://en.wikipedia.org/wiki/Iliad), where heroes like [Achilles](https://en.wikipedia.org/wiki/Achilles), [Hector](https://en.wikipedia.org/wiki/Hector), and [Odysseus](https://en.wikipedia.org/wiki/Odysseus) were honored for their ability to advise and exhort their peers and followers (the *Laos* or army) in wise and appropriate action. With the rise of the democratic *polis*, speaking skill was adapted to the needs of the public and political life of cities in ancient Greece, much of which revolved around the use of [oratory](https://en.wikipedia.org/wiki/Oratory_%28speech%29) as the medium through which political and judicial decisions were made, and through which philosophical ideas were developed and disseminated. For modern students today, it can be difficult to remember that the wide use and availability of written texts is a phenomenon that was just coming into vogue in [Classical Greece](https://en.wikipedia.org/wiki/Classical_Greece). In Classical times, many of the great thinkers and political leaders performed their works before an audience, usually in the context of a competition or contest for fame, political influence, and cultural capital; in fact, many of them are known only through the texts that their students, followers, or detractors wrote down. As has already been noted, *rhetor* was the Greek term for *orator:* A *rhetor* was a citizen who regularly addressed juries and political assemblies and who was thus understood to have gained some knowledge about public speaking in the process, though in general facility with language was often referred to as *logôn techne*, "skill with arguments" or "verbal artistry".[[43]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-45)

Rhetoric thus evolved as an important art, one that provided the orator with the forms, means, and strategies for persuading an audience of the correctness of the orator's arguments. Today the term *rhetoric* can be used at times to refer only to the form of argumentation, often with the pejorative connotation that rhetoric is a means of obscuring the truth. Classical [philosophers](https://en.wikipedia.org/wiki/Philosopher) believed quite the contrary: the skilled use of rhetoric was essential to the discovery of truths, because it provided the means of ordering and clarifying arguments.

**SCOPE**

Scholars have debated the scope of rhetoric since ancient times. Although some have limited rhetoric to the specific realm of political discourse, many modern scholars liberate it to encompass every aspect of culture. Contemporary studies of rhetoric address a much more diverse range of domains than was the case in ancient times. While classical rhetoric trained speakers to be effective persuaders in public forums and institutions such as courtrooms and assemblies, contemporary rhetoric investigates human discourse [writ large](https://en.wiktionary.org/wiki/writ_large). Rhetoricians have studied the discourses of a wide variety of domains, including the natural and social sciences, fine art, religion, journalism, digital media, fiction, history, cartography, and architecture, along with the more traditional domains of politics and the law.[[9]](https://en.wikipedia.org/wiki/Rhetoric#cite_note-11)

Because the ancient Greeks highly valued public political participation, rhetoric emerged as a crucial tool to influence politics. Consequently, rhetoric remains associated with its political origins. However, even the original instructors of Western speech—the [Sophists](https://en.wikipedia.org/wiki/Sophists)—disputed this limited view of rhetoric. According to the Sophists, such as [Gorgias](https://en.wikipedia.org/wiki/Gorgias), a successful rhetorician could speak convincingly on any topic, regardless of his experience in that field. This method suggested rhetoric could be a means of communicating any expertise, not just politics. In his [*Encomium to Helen*](https://en.wikipedia.org/wiki/Encomium_to_Helen), Gorgias even applied rhetoric to fiction by seeking for his own pleasure to prove the blamelessness of the mythical [Helen of Troy](https://en.wikipedia.org/wiki/Helen_of_Troy) in starting the [Trojan War](https://en.wikipedia.org/wiki/Trojan_War).