COMM 10 MIDTERM EXAM GUIDE

TOTAL POINTS = 45
Short answer questions = 29 points
Essay questions = 16 points

General information on the exam

- We do not ask for numbers, statistics, or names.
- No blue books are necessary; we provide all the paper you will need.
- The midterm exam will last the whole class period and will be held in the usual lecture hall.
- There are no "magic words" that you need to memorize. There are different ways to say the same thing. But, you must be clear, accurate, and precise.
- Foreign students may bring bi-lingual paper dictionaries. No electronic dictionaries are allowed. Please remove all personal notes. We will carefully examine each dictionary during the exam.

29 SHORT ANSWER QUESTIONS (1 POINT EACH)

Three or four short answer questions will be from "Communication Studies as a Social Science." One question will come from "The Medium Is the Message" piece by Tannen. There will also be one question from each of the following found on the class web site: "Perceived Privateness and other Concepts," "The Self Concept," "Self-disclosure," "The Interpersonal Imperative and Social Needs," "Beliefs, Attitudes, and Values," "Small Group Communication," "Three Stages of an Interpersonal Communication Act," "Digital media," and "Books." The remainder of the short answer questions will come from lecture.

Answers can be from one word to a few sentences, depending on the question. For short answer questions you do not need to use complete sentences.

If you need more space, you may continue on the back. If you do use the back, please be sure to include the relevant question number.

Partial credit is possible (half points).

Some tips for short answer questions:

- Save time by not re-writing the question in your answer.
- Read the questions <u>carefully</u>. Often students will answer a different question from the one we have asked. Give an answer that <u>exactly</u> corresponds to what the question calls for. If we ask you to "define and give an example of," you must do both or you

will not get full credit. Likewise, if we ask for an example and you give a definition, you will not get credit. So, READ THE QUESTIONS CAREFULLY.

- Be clear and precise. Very often after the midterm, when a student looks at a question for which he or she has received no credit, he or she will say, "but I knew it!" We can only give you the point when you give us a clear and accurate answer.
- When asked for examples, you may use ones given by Suman, ones from the readings, or you can come up with your own. It does not matter where the examples come from, as long as they are correct.

Examples of short answer questions:

1. Distinguish message content from message treatment and give an example of each.
2. Define and give an example of relative language.
3. Define and give an example of an emblem.
4. What does it mean for a scientific finding to be reliable? (CSSS reading)
5. Define and give an example of a submissive display.

2 ESSAYS (8 POINTS EACH)

One essay will be on the Tannen book. This typically entails discussing her main thesis and several of the major concepts presented in the book. The other essay will be on lecture material.

Some tips for essays:

Create a little outline for yourself at the top of the essay and don't forget to check it to make sure you have included everything in the essay.

Devote one paragraph to each concept. This will help make your essay orderly and also make it easier for you to check that you have covered everything. For example, for a "the ten stages of relationships" essay, the stages themselves would be presented in ten paragraphs, one for each stage.

Please use clear, simple handwriting. If we cannot read it, we cannot give you credit.

Limit yourself to the topic presented. No credit will be given for information on other topics.

We reward **detail**, **specificity**, and **thoroughness**.

Be sure to illustrate each concept in an essay with an **example**. Make sure those examples directly relate to the content of the prompt and directly deal with any scenario that the question provides.

Sample essay question:

Thurston and Shimako were both jurors in the trial of a man accused of aggravated assault. As a result of listening to the testimonies of all the witnesses and the lawyers' arguments, they formed opinions of the case. When the jurors began deliberation, Thurston and Shimako presented two completely different views of the case. Both were amazed that the other could perceive the case so differently. When asked what stood out to them in the trial and what they were basing their opinions on, Thurston and Shimako cited different pieces of evidence and testimony. The other jurors remarked that it was like they saw two different cases. Using what you know about the "factors within ourselves" influencing selection in perception, explain how Thurston and Shimako could have two completely different views of the same case. Make sure to provide examples of each factor.

This is a follow-up to the Hare and the Hatter message.

ANSWER THE QUESTIONS CLEARLY AND PRECISELY.

There are no "magic words" that you need to memorize. There are different ways to say the same thing. There are different ways to give a correct answer. But, you must be clear, accurate, and precise.

Let us elaborate on this point, which is the same one made by the Hatter and the Hare.

Let us take a classic short answer question asked on a previous midterm. Then we can examine some actual answers given by students, seeing which got credit and which did not, and why.

Suman says: "One type of nonverbal communication is 'kinesics.' This is anything and everything to do with the body as a means of communication. I want to present to you several subtypes of kinesics. One is the 'emblem.' Emblems are body movements directly translatable into a word or phrase. For example, the OK sign, the peace sign, the 'shame on you' sign, the 'fuck you' sign." I illustrate each of these with my hands. I give some more examples. I then go on to talk about how emblems are culturally variable and give about ten examples of how the same body movement means different things in different countries. I say a few more things, but you get the idea…

So the question on the exam was:

Define and give an example of an emblem.

Let us look at a variety (9) of correct answers. Here we can see that there are many ways to give an acceptable answer that gets full credit.

1. "Emblems are gestures/movements that are directly translatable into a word or phrase, such as flipping the bird (middle finger) for 'fuck you' or the thumb and pointer finger forming an O for 'OK.'"

2. "body movements translatable into a word or phrase like thumbs up for 'way to go'"

3. "a form of kinesics, a body movement or gesture that can be translated directly into a word or phrase like a peace sign"

4. "a kinesic form of non-verbal comm. Where a body movement has a specific verbal association, ex. holding up two figures is an emblem meaning peace"

5. "A type of kinesic non-verbal communication that is directly translatable to words. Putting a hand in somebody's face is a sign to stop."

6. "a body action that stands for a word or expression—thumbs up for good going"

7. "a sign made with the body or its parts that symbolizes a word or words, ex. the peace sign or OK sign"

8. "A body movement that can be directly translated into words. Putting your hand into a fist with the thumb pointing up means 'good job.'"

9. "A physical body display that represents a word or phrase. For example, hand-to-mouth hungry gesture."

So we see that there are many ways to correctly answer this question. Now let us look at some (9) incorrect answers.

1. "A type of nonverbal way to communicate. For example, the hand motion for shame on you."
The definition is way too vague. There are a good number of nonverbal ways to communicate. Here you must pinpoint this one type, which the student has not done. The example could be more complete. It would be best to describe the hand movement and say that this means "shame on you." But here we would probably give the student a half point for the example.

2. "When words can be a problem and a word can give off different meanings or emotions. An example is love."
This student is way off base on all counts. Zero.

3. "nonverbal communication of kinesics that uses the body to communicate—ex. Hi I'm Andy and Andy means horny in Australia"
All kinesics are nonverbal communication that uses the body to communicate. You must distinguish emblems from the other types (illustrators, regulators, adaptors, etc.). So the definition is vague and incomplete. The example is simply wrong. Zero.

4. "visuals that define you as a person to an observer—a wedding ring is an emblem that says you are married"
No. An emblem is a body movement. Wrong on both counts (definition and example). Zero.

5. "an expression or other form of gesture to accompany what's being communicated"
No. Emblems can stand alone. The "accompany" aspect refers to an illustrator, not an emblem. No mention in any way is made of body movements that are translatable into a word of phrase. And no example is given. Zero.

6. "nonverbal motion done by the body to communicate something—ex. peace sign, OK, the bird"
The definition is too vague. Again, there is no sense that an emblem is a body motion that can translate into a word or phrase. And again, this vague definition could apply to the other types of kinesics. We would give this one a half point for the examples.

7. "a form of nonverbal communication expressed in a physical way—example is a t-shirt with political slogans or favorite movies"
The definition is vary vague and could apply to many different types of nonverbal communication. The example is way off. Zero.

8. "a form of nonverbal communication (kinesics) where a body movement is used as a nonverbal translation"
This is vague and its meaning is unclear. What does "is used as a nonverbal translation" mean? And there is no example. Zero.

9. "something that an individual displays that represents a belief they want communicated. An example is a cross that represents the belief in Christianity."
Wrong on both counts. Zero.

Communications 10 Midterm study guide

[3] • <u>Norms</u> : norms are rules of acceptable behavior in a given situation
    1. Folkways: lightly held rules ex: wear matching socks, talk to new intro
    2. Mores: strongly held norms ex: child nakedness ok vs adult nakedness
    3. Taboos: strongly held mores ex: incest or necrophilia

• Normatives in Dating:
    - Phone use: women usually don't contact man first. After recieving someone's phone number it's normative to wait 3 days
    - How long you should communicate: sustained conversation shows interest but there are gender differences, males have harder time than women
    - Asking out on the date: good idea to offer choices on where to go & provide alternatives if it doesn't work. Ask on wed. if want to go out on Fri.
    - The date: American norms are no slurping, burping etc.
    - Important communication decision, the First Kiss: non-verbal cues to want a kiss, sigh-gaze, prolonged lingering. Light lip kiss
    - Sex: no normatives, varies greatly

[5] • Pick-up lines: saying something in 25 words or less to show interest
    1. Friendly: ex: would you like some company while you wait?
    2. Off-beat: ice breaker out of left-field ex: Do you think we'll ever convert to the metric system?
    3. Humorous: ex: what's a nice girl like you doing in a place like this?
    4. Altar Line: ex: I'd like to take you home to meet my mother
    5. Seductive: conveys romantic & sexual interest, sensual but not seedy ex: I've been looking for someone to concentrate all my energy on & w/ you it'd by easy

• SEMCDR Model: visual tool that shows individual parts that display interconnectedness
    <u>S</u>ource: the idea person
    <u>E</u>ncoder: taking the ideas of source & putting them in a form someone will be able to understand ex: thinking, reasoning, speaking

<u>M</u>essage: code, content, treatment

- message code: symbol system that is shared by at least 2 people ex. verbal & written languages
- message content: first symbol of message to last symbol ex. "I love you"
- message treatment: metamessage, what is intended. can conflict with message content. How you convey content. ex: "I love you" to mom is different than to boyfriend
   - double bind: oxymoron, contradiction ex: "I am not afraid" when you are shaking

<u>C</u>hannel: ways that we send messages, usually media

<u>D</u>ecoder: thinking, listening

<u>R</u>eciever

- Noise: anything that interferes & distorts the message
   - internal noise: something that is happening inside you ex. so hungry you cannot focus on lecture
   - external noise: interference is in physical world ex. jackhammer interfering with you hearing the lecture
- High fidelity message: a message recieved with not much distortion (noise is enemy)
- Feedback: reciever communicating back to the source about the message, flipping roles ex. asking for clarity

- 4 Basic systems of communication:
1. Intrapersonal communication: communication with yourself (foundational)
2. Interpersonal communication: dyadic communication, 2 or more people
3. Small group: begins w/ 3 people, unclear where it ends. Truly see yourself as a group & you know everyone else at least by sight
4. Mass: difference between small group & mass is ability to recognize each other
- Mediation: is usually interpersonal & intercedes 2 or more things
   - physical inanimate thing coming between source & reciever. Removes face-

less feedback
impersonal
less dynamic

to-face & connects those who are usually not connected ex. Facetime, phone call

• non-mediated mass is public communication

• 2 perception parts:

1. Reception: mechanical stage, information gathered through sensors

2. Analysis: more active, involves focusing, organizing, & interpreting

4

• Factors concerning stimuli/object influencing selection

1. we select the easy/obvious

2. Intense: extreme or high degree ex. loud, bright or behavior like temper tantrum

3. contrast: different or stands out ex. Pringles can vs. potato chip bag

4. Repitition:

9

• Factors within ourself concerning selection

1. Past learning experiences: you look for things you learned here on out

2. culture ex. flashed images of baseball player & matador or OJ Simpson (racial subcategories)

3. Language: Sapir-Whorf hypothesis - language determines way you percieve reality

ex. Inuit have multiple words for types of snow. creates different reality than English speakers

Problems w/ Sapir-whorf: just because you don't have a word for it doesn't mean you don't

percieve it. Language pre-disposes how you see the world but doesn't determine

4. Motivation: needs, what's important to you ex. billboards for food if hungry

5. stereotypes: generalization about certain groups

   - overlap with past-learning experiences

   - normal part of classifying & categorizing but filled with errors, omissions,

half-truths

   - can have positive stereotypes but tend to have a negative twist to

them that allows to retain superiority ex. athletes are strong, admirable but dumb jocks

   - if you meet something that contradicts your stereotypes label as an exception,

until you label them as an exception until you meet so many exceptions you change mind

6. Roles: social position you occupy & carry out

7. Moods: emotional states

8. Attitudes: evaluative thoughts & feelings

9. psychological tendencies: exposure, attention, retention

a) selective exposure: tendency to only expose ourself to messages we agree with

b) selective attention: more likely to tune out parts you don't agree with & pay attention to parts you agree with

c) selective retention: more likely to recall parts you agree with
ex. speech by mayor if homelessness is important you'll remember that part of the speech

• language: any symbol system used to communicate
• verbal language: symbol system composed of words
• Function of words:

1. Stand for, refer to things in the world. when words are used as reference ex. dog = hairy creature. usually is arbitrary ex. word four is "bigger" than word for three. sometimes is a relationship ex. onomatopoeia: formation of words imitating sound ex. meow

- Problems:

A) Bypassing: using words with same meaning or same words with different meaning ex. willie = click & name

Equivocation: words have more than one commonly accepted definition. not always bad. can avoid embarassing honesty ex. Art that is bad "That's interesting"

B) abstraction: generalization about similarities
- ladder of abstraction: place → room → school → UCLA lecture hall → Moore 100
- stereotyping is form of abstraction
- could lack clarity even to yourself "I've got to get my act together" how?

c) Euphemism: pleasant term substituted for a blunt one. can obscure accuracy of message

D) Relative Language: certain words only become clear through comparison ex. small school but compared to what? UCLA 45,000 vs. Loyola 2,000 vs Concordia 200

E) static evaluation: using words to make reality seem more concrete ex. Karen is short-tempered. assuming people don't change

F) Language is limited. cannot use 100,000 words to describe unlimited reality

G) subcultural differences: using same language but different uses ex. pop vs. soda

2. Perform Actions: ex. "I do" performs part of marriage

3. Evoke emotions: ex. I love you, dirty beaner

4. Reduce uncertainty: ex. asking a question to professor, using words to clarify

5. Expressing complexities or complex ideas

6. Promote human contact

• Reasons why profanity has become more widespread:

1. Media: after ratings changed on-screen expletives have multiplied

2. 1960s, changes in American society. Increasing casual culture. Feminists brought "macho" language like cussing to women.

3. Music: punk in 1970s, hip-hop 1980s

8 Dimensions of
• Intimacy

1. Physical: contact, touch
    - begins before birth with closeness to mother, feeling & hearing her heartbeat
    - physical intimacy is important/crucial to healthy development

2. Intellectual: engaging another person in sharing important ideas

3. Emotional: exchanging important feelings

4. Shared Activities: characterized by forms of play which could be physical ex. working, working out together. sex is a shared activity for men that could result in intimacy

• 8 Factors to forming Intimate Relationships

1. Physical Attractiveness
    - Women: large eyes, delicate jaws, narrow waists, full lips, small noses. These are signs of youth & high estrogen levels. Low waist to hip ratio tells of fertility, small waists are a sign she hasn't had kids yet
    - Men: height, longer-lower jaws, muscles. Female ovulation changes these by a small amount
    - symmetry & small hip to waist is a standard beauty ideal
    - women put greater emphasis on financial status, resourcefulness, ambition, looking for resources. Men put greater emphasis on beauty bc fertility
    - inherent biological standard, 3 month babies stare at attractive people

2. Similarity: drawn to people like us, values, interests, race, class, education level. Tend to like people that like what we like because it validates beliefs & choices. Also attributes to predictability (less uncertain)

    - attitude similarity is more important than personality

3. Complimentary: differences strengthen relationship when they are complimentary ex. outgoing vs. shy

    - similar enough to satisfy each other, different enough to fill each others needs & keep things interesting

4. Reciprocity: you liking a person & the chance they like you back

    - rewarding, people who like us bolster self esteem

5. Exchange: we seek out people who can give us rewards, physical, emotional, mental that are equal or greater to cost of dealing w/ them

    - economic view but expectations are developed & need to be met

    - when expectations not met benefits outweighing cost doesn't matter

6. Competency: we like talented people, hoping abilities rub up on us

    - not too competent, want them to be human so we don't look bad

7. Proximity: physical proximity allows you to know them

8. Disclosure: telling somebody else important information about you can breed liking

    - good measure of the depth of your relationship

• Flirting

   - submissive displays: "I am harmless" gestures ex. palm-up placement, shoulder shrug, tilted neck, being playful & childish (like animals, wolves) universal non-verbal vocabulary

   - coyness: a way to test a perspective partner for commitment, since women has longer (9 month) commitment than a man. only found in species where resources are needed from male.

• Examples of coyness:

   1. Promise-withdraw: get into mating posture then will get out of it, signals she is hard to win

   2. Voice: tone-changes, elongated "hello" smooth. Begins phatic

communication
   - phatic communication: communication to open up a channel
. small talk : made up of queries & replies. Not important what you
say but that you seem interested. Allows you to regain balance from
being anxious.
. Touch: Reciprocity is important, can signal interest. Female usually
engages first, light touch. If male reciprocates major barrier is
broken
. Body synchrony: movements mirroring each other ex leaning forward
. Space : woman who is interested will invite him into personal space
. corroboration: support with additional proof that person is
interested ex. look, then another look
. Eyes are best body part to express emotion

. 10 stage Model of Romantic Relationship
   1. Initiating stage: shown interest in making contact, signals
interest. Phatic communication
       - Flirting occurs here & next stage
   2. Experimenting stage : search for common ground, getting to know
more about the other person, an audition
   3. Intensifying: spending increased amount of time with each other
commitment grows, start testing that commitment ex asking friends
if he really likes you, jealousy. Testing declines at end of stage
   4. Integrating stage: No longer single, you are a couple. start
taking on each others commitments, social circles emerge around you 2.
Become new people together, sense of obligation, expect more of each other
   5. Bonding stage : symbolic gestures that show you're together
ex. marraige, moving in together, changing relationship status
   6. Differentiating stage : Need to reestablish individual identities
Not a totally bad thing, successful differentiating making space for rela. & individual
   7. circumscribing stage: decline with quality & quantity of communication
shrinkage of interest & commitment

8. Stagnation: Not growing anymore. "just going through the motions"

9. Avoiding: More than circumscribing, majorly creating excuses to not see each other

10. Terminating Stage: summary dialogue on where relationship went wrong & express desire to end.

- Types of Termination:

A. cost escalation strategy: raise cost so high for the other person that they will end it ex. cheating, treating bad

B. pseudo-deescalation: taking steps back ex. taking a break

C. Withdrawal: starting to withdraw, avoidance. can fade away ex. ghosting

D. Fait Accompli: simple direct statement that relationship is over. can be short or drawn out. ex. "state of relationship talk"

- whether it was mutual, fighting to save relationship, cost, it can be drawn out or short

• Non-verbal communication (2)

1. Kinesics: anything & everything to do with the body   A-F2

A. Emblem: body movement directly translated into a word or phrase ex. peace sign

B. Illustrators: a movement illustrating a verbal phrase ex. saying yes then nodding

C. Affect Display: movements conveying emotions ex. hanging head when sad

D. Regulator: movements that help us maintain back & forth flow of speaking or listening ex. thoughtful nod to speaker to show you are listening cues for turn-taking in conversation ex. inhaling, leaning forward, etc. open & close conversation

E. Adaptor: movements that help us feel comfortable in a situation ex. releasing nervous energy by tapping toe

F. General physical characteristics: body heat is telling to feeling ex. clammy. smell ex. ovulation, sexual arousal

Touch: Handshakes, kissing is powerful form of communication Handshakes creates a level of trust or intimacy. Affirmative gestures: expressions of non-human approximation of a kiss ex. elephants putting trunks in mouth

2. Paralanguage: not what you're saying but how you say it A-F

A. Vocal qualities: background characteristics of speakers voice like tone, pitch, rhythm, articulation

B. vocal segregates: sounds of language but not actual words ex. "uh-huh"

C. vocal fluencies: sound we give used to fill in gaps of silence in conversations

D. vocal Qualifiers: modifying utterances with voice in relation to emotional state ex. raising voice when excited

E. vocalization: yawning, sighing, etc.

F. silence & pauses: pause signals you can jump in now. silence can convey annoyance with silent treatment

3. space: can convey importance

- seating ex head of table, top, corner office

- lighting can influence space, clubs are low lit to foster intimacy getting less info from each other so we need to get closer together

4. Time:

- waiting time at office conveys importance

- time spent with somebody is important, things that are important you spend mo[...]

- punctuality is an aspect

5. Artifacts: objects, material possessions   s

- cars are used to tell personality traits ex. black porsche conveys youth even guy is old & balding

- clothing: message about economic level, education, trustworthiness,

- people can be used as artifacts ex. trophy wife

6. Environment: smells, colors, ambiance

- ex restaurant w/ low light, comfy seats, friendly waiters conveys "relax, take your time" vs fast food restaurant hard chairs, high bright lights, musi[...]

• 3 Types of Listening skills
A-D
1. Attending skills: giving your physical attention to another person w/ whole body

A. Posture of Involvement: relaxed alertness of the body. Body leaning slightly forward, facing the person squarely

B. Appropriate Body Motion: Moving body in relationship to what speaker is saying. Good listeners move body in response to speaker

C. Eye contact: expresses desire to communicate & allows speaker to measure receptiveness ex focusing eyes softly on speaker then shifting to other appropriate parts of body

D. Non-Distracting environment: one with no significant barriers

A-D
2. Following: don't try to direct someone else, stay out of speakers way

A. Door opener: non-coercive invitation to talk. ex "It looks like something bad happened, want to talk about it?"

B. Minimal Encourages: simple responses that tell a speaker to tell their story in his or her way. saying little, but encouraging. ex "Tell me more", "uh?"

- can use paralanguage here

C. Use of Questions:

- skillful use of open questions can let speaker be more understood

D. Attentive silence: can use silence to allow speaker space to think or feel. can nudge someone to continue.

3. Reflecting: you reflect back what's been said to you

A. verbal Paraphrasing: concise, summary to speaker restating essence of communication.

- can build report & trust. If you understood what was being said speaker is validated

B. Non-verbal: emotional mirroring, when sad say "aw"

• Reasons for lying:

1. Save face: to prevent embarassment ex saying you remember them

2. Avoid tension or conflict: ex. Do you think I look fat? No

3. Guide social interactions: make them go more smoothly ex. pretending to be glad to see someone you don't like

4. Expand or reduce relationships ex. guy says he was going downtown too ex. I really have to go, I'm studying

5. gain or protect resources or power: ex. loan, say you are short this week

6. protect from punishment: ex "I didn't cheat"