

# Solution Manual for Experience Communication 1st Edition by Child Pearson Nelson

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## Chapter 1: Communication, Perception, and Your Life

### *Chapter Objectives and Integrator Guide*

After reading and thinking about this chapter, students should be able to:

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**Objective**

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|--|--|
| 2. Define communication and explain the roles that meaning and context play in it. |  |
| 1. List the benefits of studying communication.                                    | <b>Key Terms:</b> Communication and context.   |
| 3. Name and describe the components of communication.                              | <b>Key Terms:</b> Source, receiver, message, channel, feedback, code, encoding, decoding, and noise. |

4. Name and describe the three modes of communication.

**Resources**

**In the Text:**

*Page Reference:* pages 3-4 *Study Question 1* (p. 18)

**IM Resources:**

*Discussion Starter 1:* Exemplifying Effective Communication  
*Activity 1.1:* This Person Is Unique  
*Activity 1.2:* What Will this Course Do For You? *Activity 1.3:* Communication Skills in Job Ads

**In the Text:**

*Page Reference:* pages 4-5 *Study Question 2* (p. 18)

**IM Resources:**

*Discussion Starter 2:* Communication is a Process *Activity 1.3:* Communication Skills in Job Ads

**In the Text:**

*Page Reference:* pages 6-9  
*Challenge Yourself:* Why do I need to take a communication course when I have been communicating all my life? (p. 7) *Communicating Globally:* Codes carry meaning, even in names. *Study Question 3* (p. 18)

**IM Resources:**

*Discussion Starter 3:* Channels of Communication  
*Activity 1.4:* The Big Picture

**In the Text:**

*Page Reference:* pages 9-11  
*Figure 1.1:* The Action Model of Communication  
*Figure 1.2:* The Interaction Model of Communication  
*Figure 1.3:* The Transaction Model of Communication

5. Describe the process of perception and its impact on communication.

**Key Terms:** Selection, organization, interpretation, active perception, and subjective perception.

6. Explain the factors that affect and shape people's perceptions.

**Key Terms:** Perceptual constancy and role.

**IM Resources:**

*Discussion Starter 4:* Models of Communication  
*Activity 1.5:* Modeling Communication  
*Activity 1.6:* Understanding Different Models of Communication

**In the Text:**

*Page Reference:* pages 11-12  
*Study Question 4* (p. 18)

**IM Resources:**

*Discussion Starter 5:* Perception and Communication  
*Activity 1.7:* Forming Impressions  
*Activity 1.8:* First Impressions

**In the Text:**

*Page Reference:* pages 12-14  
*Study Question 5* (p. 18)

**IM Resources:**

*Discussion Starter 6:* Breakups and Changing Perceptions  
*Activity 1.9:* The Perception Test  
*Activity 1.10:* Fast Thinking

7. Explain how and why errors in perception occur.

**In the Text:**

*Page Reference:* pages 14-15

*Skill Builder:* Learn to Check your Perceptions.

*Study Question 6* (p. 18)

**IM Resources:**

*Discussion Starter 7:* When to Verify Perceptions

*Activity 1.15:* Stereotypical Thinking

*Mini Prezi:* Perception Checking (<http://tinyurl.com/ozgc7cv>)

8. Describe the ways in which self-image and identity management affect communication.

**Key Terms:** Intrapersonal communication and identity management.

*Activity 1.11:* Perception of Persons

*Activity 1.12:* Describe What You See

*Activity 1.13:* Selective Attention

*Activity 1.14:* Selective Retention

**In the Text:**

*Page Reference:* pages 15-17

*Considering Media:* Learn to Manage your Self-Presentation Online (p. 17)

*Study Question 7* (p. 18)

**IM Resources:**

*Discussion Starter 8:* Intrapersonal Communication

*Activity 1.16:* Values Auction

*Activity 1.17:* Ten Statements

**Additional Resources:**

*Activity 1.18:* How Do You Behave When ...

*Activity 1.19:* Oink Like a Pig

*Activity 1.20:* In This Situation I Am ...

*Activity 1.21:* Be True to Yourself

Chapter 1 test bank questions and PowerPoint slides available from McGraw Hill website:

(<http://www.mhhe.com/experiencecommunication>)

Chapter 1 Prezi (<http://tinyurl.com/expcommch1>)

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## Chapter Outline

### I. Why Study Communication?

Studying communication can...

- A. Improve the way others see you.
- B. Make you more sensitive in your relationships.
- C. Teach you important thinking skills.
- D. Help you learn how to resolve conflicts at home, work, and on the street.
- E. Boost your confidence by helping you learn how to communicate in pairs, groups, and large audience contexts.
- F. Encourage you to expand your comfort zone in communicating with others.
- G. Help you succeed professionally.

### II. What is Communication?

Communication is the process of using messages to generate meanings.

Important considerations related to understanding include keeping in mind:

- A. Communication is a process there are several factors and components that can impact the outcome of establishing shared meaning.
- B. Communication is concerned with establishing and generating shared meaning.
- C. Communication is impacted by how people interpret messages differently.
- D. Communication occurs in a context, or a set of circumstances or a situation.

### III. Components of Communication

- A. People: communication involves both senders and receivers of information.
- B. The Message: the verbal and nonverbal expression of the idea, through or feeling that is communicated between senders and receivers of information.
- C. The Channel: the means by which a message moves from the source to the receiver of a message.
- D. Feedback: the receiver's verbal and nonverbal response to the source's message.

E. Code: a systematic arrangement of symbols used to create meanings in the minds of another person or persons. Codes can be both verbal and nonverbal.

F. Encoding and Decoding:

i. Encoding is the process of translating an idea or a thought into words.

ii. Decoding is the process of assigning meaning to an encoded message.

G. Noise: any interference in the encoding and decoding process that reduces the clarity of a message.

#### IV. **Three Models of Communication**

A. The action model of communication: a one-way (or linear) process in which a source encodes a message through a channel for a receiver to decode or interpret.

B. The interaction model of communication: This model includes everything from the action model but has two distinctions:

i. This model views communication as a two-way process between senders and receivers of messages.

ii. This model recognizes the importance of feedback and context in communicating with others.

C. The transactional model of communication:

i. This model does not distinguish between the source and the receiver and does not see communication as a series of messages that get sent back and forth.

ii. This model sees communication as an ongoing conversation in which messages are sent in both directions simultaneously.

#### V. **Perception Affects Communication**

A. What is Perception? Perception is the process of using the senses to acquire information about the surrounding environment or situation. There are three stages to perceptions:

i. Selection: which involves the decisions we make to focus on some stimuli – sights, sounds, smells, and other sensations – and neglect others.

- ii. Organization: means grouping stimuli into meaningful units. Stimuli can be organized in a variety of ways and we sometimes fill in details about people because they share features of proximity or similarity with others things in our minds.
  1. Proximity: perceiving distinct objects as related because of their physical closeness.
  2. Similarity: grouping objects together because they share the same attributes.
- iii. Interpretation: involves assigning meaning to organized stimuli.

B. What Occurs in Perception? We interact with people according to the different perspectives and attributes that we assign them. In general perceptions are shaped through both active and subjective processes.

- i. Active perceptions: are formed when the mind engages in selection, organization, and interpretation for new experiences and phenomenon encountered.
- ii. Subjective perceptions: are formed when we attribute meaning to stimuli according to an inner state or mood that is likely to change. For example, when you have bad headache your perceptions of everything else around you can be temporarily colored.

## VI. **Differences in Perceptions**

- A. Physiological Features: the physiological features that differentiate people, including sex, height, weight, body type, and acuity of the senses, impact the perceptions that we form about others and how we interact with them.
- B. Past Experiences: Our perspectives and experiences in the world color the perceptions that we form.
  - i. Perceptual constancy: means that it is difficult to modify our perceptions of events if past experiences have led us to see things in a particular way.
  - ii. Someone who goes through a bad divorce may choose never to remarry. You might seek help from law enforcement if a previous relational partner of yours spent his career in policing.

- C. Roles: The roles that we attribute to others (or the functions that people fulfill in diverse social contexts) impact the perceptions we form and how we communicate with others.
- D. Present Feelings: What we are going through and how we feel at any particular time affects the perceptions.

## VII. **Errors in Perception**

Many types of perceptual errors exist. The most common errors are based in stereotypes. Perception checking can help reduce the errors in perception formation.

- A. Stereotypes: occur when we make a hasty generalization about a group based on a judgment about an individual from a group.
- B. Perception Checking: is the process of describing, interpreting, and verifying our perceptions with others to ensure we understand people and their messages more accurately.
  - i. Describe the observed behavior to the other person (including both the verbal and nonverbal cues).
  - ii. Suggest plausible interpretations of the observed behaviors or features.
  - iii. Seek verification or rebuttal of your interpretations by asking for clarification, explanation, or amplification from the other person.

## VIII. **Self-Image and Communication**

How you see yourself impacts the way you communicate with others.

- A. Viewing communication as a dialogical process means seeing our interactions as a conversation, discussion or negotiation with both the self and others.
- B. Intrapersonal communication: is the kind of discussion and decision making that occurs within your own mind. We often rehearse in our minds how we would like to interact with others before such discussion proceeds. C. Self-presentation involves how we present ourselves to others. People engage in both high and low levels of identity management when interacting with others.
  - i. Someone who engages in high levels of identity management consciously controls a lot of what they communicate beforehand by considering how different information might be interpreted by others.

- ii. Someone who engages in low levels of identity management engages in more acting before thinking and doesn't always consider how what they do may be perceived differently by unique groups of people.

## ***Discussion Starters***

1. ***Exemplifying Effective Communication:*** Review these seven areas of benefit to studying communication. Identify someone in your life who practices or embodies effective communication skill in one of the listed areas of benefit. Share with the class what insights about communication you have observed from this individual.
2. ***Communication Is a Process:*** Your textbook defines communication as the process of establishing shared meaning that depends upon proper interpretation of messages occurring in a context. Sometimes we fail to establish shared meaning or mutual understanding with someone when sharing perspectives that are important to us. Think of a time that someone has misinterpreted or misunderstood something you said. How has your continued interaction with them over time helped them to understand more clearly your point of view?
3. ***Channels of Communication:*** Consider a time when someone has interacted with you and perhaps chose the wrong channel for what they wanted to say to you. For example, has someone ever gotten upset with you through e-mail or text messages and you found yourself more defensive or read more into their messages than what they intended? Share situations where the channel of interaction was a part of the reason why communication broke down. Are there certain messages that are either more suited or less suited to certain channels of interaction?
4. ***Models of Communication:*** One prominent feature embedded within the transactional model of communication is the simultaneous sending and receiving of both verbal and nonverbal messages. Sometimes people use more indirect and nonverbal means of communicating versus direct and verbal means of conveying messages. Share a time you misunderstood a message based on how you were interpreting verbal and nonverbal messages. Why is it difficult to simultaneously decode direct and indirect, verbal and nonverbal, messages as you interact with others?

5. **Perception and Communication:** Consider a first date that you have gone on that was both successful and unsuccessful. How did the selection of the venue for the date, the clothing of your date, and everything in the environment contribute to the perceptions that you took away when communicating on the date that led to a second date and the date that did not? Consider your favorite clothing store, how does the store environment, the music, the smells in the store, and the sales clerks all contribute to the perceptions that you attach to it and how you interact with your friends about shopping there?
6. **Breakups and Changing Perceptions:** How do you deal with break ups? Can you easily shift your perceptions and interactions with someone that you have been romantic with from relational partner to friend? Or, do you find you have difficulty adjusting your perceptions? Are you comfortable with your friends going out with someone you have dated? Or, do you prefer they do not date someone you have a history with overall? What do your answers to these questions reveal about the difficulty or ease in changing your perceptions about someone?
7. **When to Verify Perceptions:** Consider a recent time when someone upset you. Do you verifying perceptions with this person could have possibly led to increased understanding of one another? What are some circumstances and situations where you would be committed to trying to correctly understand and work with someone else's perceptions of you? Are there times that you would not attempt to explain how you felt about something that someone said and then verify if your perceptions of their behavior were accurate?
8. **Intrapersonal Communication:** Are there times when you have interacted with someone and you can clearly tell that something they are telling you has clearly been rehearsed in their mind? When can more internal rehearsal be both helpful to how you will interact with someone or potentially harmful to the relationship? How can people both pay attention to their own intrapersonal communication and dialogue and yet still be authentic and in the moment when interacting with others?

## **Activities**

### **ACTIVITY 1.1      THIS PERSON IS UNIQUE**

**Purpose:** Students should be able to name all the members of the class and identify the unique characteristics of at least half of the class.

**Procedure:** Divide the students into groups of four or five. Tell the students that their task is to become acquainted. In their conversations, they should try to discover something that makes each person unique. After about fifteen minutes, have each student introduce another, until everyone has been introduced. Each introduction should tell as much about the other individual as possible, especially what makes that person unique. You may want to take time during the introduction to ensure that a unique characteristic is indeed unique. For example, a person may claim that being married makes another unique, but if others in the class are also married, then the introducer should be challenged to find something else that is unique about the person being introduced.

**Debriefing:** After everyone has been introduced, test the students' ability to remember the names of their classmates. Point to each individual and have the class call out his or her name. This activity's primary value is for the students to become acquainted and thus establish rapport. It also can be used as a foundation for a discussion of selfconcept in the latter part of the chapter.

#### **ACTIVITY 1.2      WHAT WILL THIS COURSE DO FOR YOU?**

**Purpose:** To encourage students to think about the positive gains they can make in a class where they will be required to give graded public speeches.

**Procedure:** In a graded or un-graded written assignment have students between class meetings write down at least five advantages this course could bring to them personally, professionally, or academically. Have students share and compare their lists with a peer and then generate a list on the board about the person, professional, and academic benefits of the class.

**Debriefing:** The act of stating in class the best things the course can do for the students is a positive and even energizing activity that moves the class away from perhaps being simply a required or feared course in which students have to give speeches with consideration of the practical advantages of the course throughout their lives.

### **ACTIVITY 1.3            COMMUNICATION SKILLS IN JOB ADS**

**Purpose:** To help students see the demand for communication skills training as a professional skill in demand among employers and how completing an introduction to human communication course can be a stepping stone to advanced career development.

**Procedure:** Save the classified ads or the job advertisements section of your local newspaper for a few days. You might also try to get ahold of the classified ads section of the paper from a nearby regional or national paper. You can also use online classified ads from places like craigslist. Put your students into groups of 4-5 and then give them a few advertisements to look at. Ask the students to highlight anytime they see terms that reflect communication skills training, such as communication, teamwork, customer service, people skills, networking, collaboration, cooperation, interactive, dynamic leadership, or people-oriented terms. You can also have students classify or note what they observe in the advertisements about different contexts that employers want communication skill and expertise in such as public/mediated, small group, interpersonal, or organizational. Have a class discussion about how common do employers use terminology in job advertisements that reflect the need for workers with communication skill and expertise in a range of contexts.

**Debriefing:** The process of looking at actual job advertisements helps student to see in a very explicit and practical way how communication skills training is an important area and also a very marketable area of study. Students also see how learning more about the different contexts in which communication occurs can translate into different possible career opportunities.

### **Activity 1.4            THE BIG PICTURE**

**Purpose:** Students should be able to observe and understand essential components in communication; and witness illustrations of people, the message, the channel, feedback, code, encoding and decoding, and noise.

**Procedure:** Divide the class into small groups of three to five students. Assign each group one or two components for which students will be responsible. Allow ample time for the students to familiarize themselves with the information. Show a current sitcom or drama taped from television. As the show progresses, students should note any of the concepts/ideas that are detailed in the chapter. At the conclusion of the show, students

should be prepared to discuss relevant information and how the film depicted this information.

As students prepare to share their insights about the components of communication with the class they should comment on the term or concept that the film illustrated, and provide specific dialogue that addresses the term or concept. The instructor should ensure the accuracy of interpretation throughout the discussion.

**Debriefing:** While many types of shows are appropriate for this activity, sitcoms and dramas are short enough to be viewed as part of one class period and also tend to have plots emphasizing topics relevant to communication (e.g., miscommunication, ethical lapses, ambiguity, and conflict). This activity serves as an overview of the components and provides students with a visual representation of concepts. This activity can also be used as an end-of-term synthesis assignment where students write essays analyzing a television show or movie.

### **Activity 1.5                    MODELING COMMUNICATION**

**Purpose:** Students should be able to identify several types and models of communication; to discuss the relationships among these models of communication; and to list some of the similarities and differences among intrapersonal, interpersonal, and public communication.

**Procedure:** Assign all of the students the task of creating a model of communication. Provide some examples to get them started. At the next meeting, divide the students into groups of four or five and instruct them to pool their ideas and to develop one model for their group. Have each group present its model of communication to the class.

After each group presents their model to the class, have the class identify the similarities and differences among the models. Discussion should focus on the variables in the models: their nature, their specificity, and the relationship among them. In addition to discussing the models, the students should discuss the process by which they prepared and presented the models. The students should describe the differences and similarities of working on the models alone (intrapersonal communication), in their group (interpersonal communication), and in presenting the models to the class (public communication). They should focus their attention on the confidence they have in their ideas, the amount of information that was generated, their methods of decision making, and the way in which they created messages within each context.

**Debriefing:** This activity is a good introduction to the rest of the course because it focuses attention on the communication process, on the variables that affect communication, and on the major contexts of communication the students will be examining during the course.

### **Activity 1.6                      UNDERSTANDING DIFFERENT MODELS OF COMMUNICATION**

**Objective:** Students should be able to understand the differences in the action, interaction, and transaction models of communication presented in the book.

**Procedure:** Bring to class several racquet balls. You can have one pair of students demonstrate the differences between the models of communication at the front of the class. If you bring enough racquet balls you can get everyone up and moving around a little bit in the process.

Have the students demonstrate the action model of communication by having one student take the ball and throw it to the other student to catch. Tell the students that the ball signifies the message and throwing it demonstrates the channel of communication. Tell the student throwing the ball that they can send that message (or ball) over whenever they want but that the receiver can't ask any follow up questions or say anything in return. Then after they demonstrate the model ask students to tell you the ways that this model is incomplete and fails to explain how we actually interact with people.

Then, tell students that our modeling process became more complex and we started to incorporate two-way interaction, reflected in the interaction model of communication. To demonstrate the interactive model you can have the person throw the ball to the other person and then have the other person return the ball back to them by throwing it back. Then, ask students to critique and talk about what they notice in the model. While this model depicts a two-way process it is still very linear and doesn't acknowledge that we simultaneously send and receive multiple messages at the same time, both verbal and nonverbal, which leads to the final model, the transaction model of communication.

For the final model you have two other people join into the game. You have the same two people throw the ball back and forth but then you have a second person sending a ball to each person at the same time to demonstrate the simultaneous sending and receiving of messages.

**Debriefing:** This activity is good at attaching a visual game to the models of communication presented in the book. While seeing each model depicted in front of them, students are able to more critically analyze some of the strengths and weaknesses associated with each way that communication scholars have tried to model the process of communicating and establishing shared meaning.

**Activity 1.7 FORMING IMPRESSIONS**

**Objective:** Students should be able to identify at least one person in the class who shares some characteristic with them; to determine what characteristics are unique to themselves; and to discuss the effect of similarities and differences on communication.

**Procedure:** Have each student fold a piece of paper so that it is divided horizontally into three fairly even sections; then have them fold the paper again so that it is divided vertically into three fairly even sections. The folds should divide the paper into nine sections. Ask the students to write down a characteristic about themselves in each of the nine sections. Students may write down their religious affiliation, party affiliation, membership groups, dislikes, likes, subject major, hobbies, class year, age, marital status, the general area of the country from which they come, or the sports in which they participate. After they have written down these characteristics about themselves, they should get up and move around the room and try to find at least one other person who shares one of the characteristics. When they have found a person who shares a characteristic, that person should sign the square in which the characteristic is written. Students should attempt to have all nine of the squares signed by at least one person. (They can have more than one person sign each square.) When a student has all nine squares signed, he or she should sit down. After about one-third of the students sit down, discuss the exercise.

Engage the class to consider what characteristics were selected by those persons who sat down; that is, had their papers completely signed. Why were they able to identify common characteristics? Were they focusing on the others in the classroom, making observations, and drawing inferences about similar characteristics? Were the people who did not get all nine squares signed surprised? Which of their characteristics did no one else have in common with them? Did they focus on themselves or on others when they wrote down their nine characteristics? Why is it important that we focus on common experiences and characteristics when we are communicating with others? Have the students identify particular characteristics that affect communication directly.

**Debriefing:** This activity is a good introduction to the course because it allows students to become informally introduced to each other, and it underlines the basic definition of communication, which is to —make common. Students begin to see the relationship between their —commonness and their ability to communicate with others.

### **Activity 1.8                    FIRST IMPRESSIONS**

**Objective:** Students should be able to name at least four or five other persons in the class; to identify the variables that affect their perceptions of others; and to discuss the effect of first impressions on their communications with others.

**Procedure:** Divide the students into groups of four or five. This exercise works better if both sexes are represented in each group. Give a copy of the first impressions worksheet to each student and ask the students to complete the form according to the instructions that follow. The activity can be repeated, if time permits, by dividing the class into different small groups.

After handing out the worksheet discuss how we often base very distinct impressions about another person's personality, status, interests, and demographic characteristics on our initial perceptions of the other person's appearance and behavior. For this exercise, you are to record your impressions of the other members of your group by filling in the information about each member of the group, including yourself. The eighth, ninth, tenth, and eleventh items are scales. On the first of these, liberal– conservative for example, a rating of 1 would mean that you perceive the person as very liberal; a rating of 5, very conservative; and a rating of 3, average. As you answer each question, try to discover the reasons for your rating. When everyone in your group has completed the form, discuss your perceptions of each other. One way is to take turns disclosing the information you recorded about yourself; then have the others tell you their perceptions of you. This is not a quiz; it is an exercise to help the students become acquainted with some of their classmates.

After the students in each group have discussed their responses to the questionnaire, lead a class discussion about the accuracy of the impressions and the basis on which they were formed. Was there general agreement about individuals? Why did differences occur? What were the discrepancies between the perceptions students had of themselves and the ways they impressed others in their groups? Why?

**Debriefing:** This activity develops a foundation for studying the self, perception, nonverbal behavior, and stereotypes. It also serves to acquaint the students with each

other, to familiarize them with working in groups, and to establish an atmosphere for the future small-group exercises. You might also want to ask the students to fill out an unsigned questionnaire focusing on you, which would not only prove interesting but might also help you to establish better rapport with the students.

### First Impressions Worksheet

	Self	Others
Name (initials only)		
Age		
Class year: (a) freshman or sophomore; (b) junior or senior; (c) graduate		
student Major subjects		
Marital status: (a) single; (b) married; (c) separated, divorced, or widowed		
Home town: (a) city; (b) town; (c) farm		
Residence: (a) dormitory house; (b) sorority or fraternity house; (c) off campus		
Liberal 1 2 3 4 5 Conservative		
Outgoing 1 2 3 4 5 Shy		
Partier 1 2 3 4 5 Studier		
Athletic 1 2 3 4 5 Not athletic		

What kind of animal is this person?

Where would this person go for fun?

What kind of music would this person like?

### **Activity 1.9            THE PERCEPTION TEST**

**Objective:** Students should be able to identify the perceptual processes involved in each problem; to describe the different ways in which people interpret the same stimuli; and to state the reasons for the different interpretations.

**Procedure:** Distribute a copy of the —Perception Testll that appears on the following pages to each of the students, and tell them to try to solve the problems individually. After approximately ten minutes, let the students work in pairs or groups of three. Encourage them to try all of the problems, rather than concentrate on the most difficult ones.

**Debriefing:** When everyone has had a reasonable chance to solve the problems, ask the students to explain their answers to each question. The students should also identify the perceptual processes involved in each problem. (The correct answers are provided after the handout.)

# Perception Test

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1. t n m n i b s n y s i e o o d d e e a i f s t y a l c s w s o e s n e  
u n e e i e k i a r o e h h h  
s a e f e h t t t t

Do these symbols have any meaning for you? Write the sentence that they form.

---

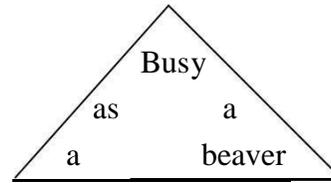
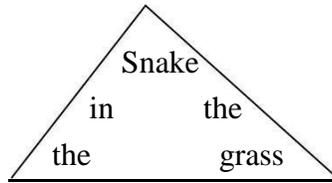
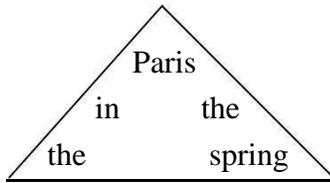
---

2. What is the relationship between the pairs of lines below?

□□			□□
□□			□□
□□	□□	□□	□□
	□□	□□	
	□□	□□	

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3. Read and write out the following phrases:



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4. Polk is pronounced silent *l*. The white of an



with the *l* silent. Folk is pronounced like coke, a egg is pronounced:

---

5. Join all nine dots with four straight lines. Do not lift your pencil from the paper or retrace any lines.

6. A man has a window that measures 12" x 12" but does not let in enough light. So he saws around the window and has a window that measures 12" x 12" but lets in exactly twice as much light. What did he do?

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7. Write the word proof on the lines below:

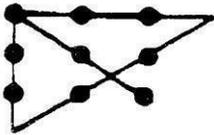
---

8. A man has drowned in the middle of a lake, which is almost twenty feet deep, and is lying at the bottom of the lake. He did not swim there; nor was he carried. How did he get to the middle of the lake and drown?

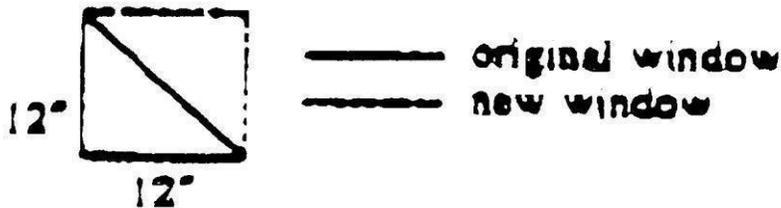


## Answers to Perception Test

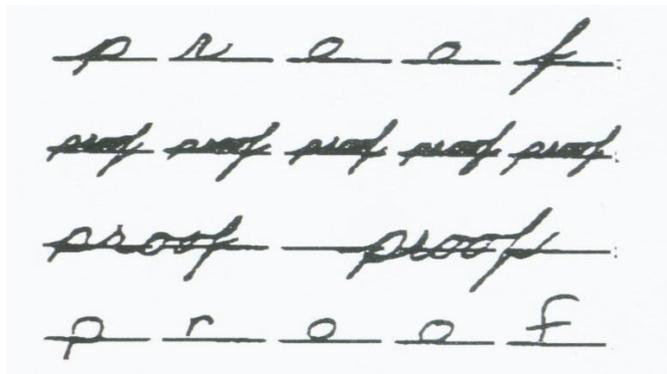
1. Start at the bottom right-hand corner and read vertically from the bottom to the top: —This is the way the sentence should read if anyone is to make sense of it. **Concepts:** Past experiences and perceptual constancy have taught us to read from left to right and top to bottom. Furthermore, we do not expect words to be broken at the ends of lines.
2. Any interpretation is acceptable: the pairs of lines are parallel, their length differs, they are perpendicular to the horizontal line, etc. **Concepts:** Perception is creative; interpretation of stimuli differs; similarity and proximity influence perception.
3. Each sentence contains a repetition, so that they read: —Paris in *the the* spring, || —Snake in *the the* grass, || and —Busy as *a a* beaver. **Concepts:** selective attention and closure.
4. White or albumin. **Concepts:** Perception is affected by context and perceptual constancy.
5. The key to this problem is to regard the figure as nine dots rather than a square. **Concept:** closure.



6. The original window was a right-angle triangle with 12-inch sides. He sawed around the window to make a square exactly twice as large as the original triangle. **Concepts:** perceptual constancy, past experiences, and selective attention.



7. Possible solutions are below. Any method of writing proof is acceptable. **Concepts:** People interpret stimuli differently, perception is creative, and attention to words is selective.



8. The man walked to lake was frozen. ice broke.

the middle when the He drowned when the

**Concepts:**

perceptual constancy of the meaning of words and selective retention (i.e., that lakes are liquid).

### Activity 1.10 FAST THINKING

**Objective:** Students should be able to realize that individual differences in perception exist due to different factors—physiological, past experiences, present feelings, or circumstances.

**Procedure:** This brief activity is best used as an introduction to perceptual differences. Indicate to students that they are to write down what word, words, or phrases immediately come to mind when one of the following simple terms is mentioned.

List of terms: black, moon, contemporary, literate, poor, white, queen, guardian, New Jersey, drugs, red, buns, sport, dog.

Student discussion should focus on the immediate framework of perception by which most individuals operate. Class interaction should progress from simple illustration of perceptual differences to the sources of those perceptual differences. Why are there some words that conjure up perceptual fields that are similar across individuals? Why do dramatic differences exist?

**Debriefing:** This activity illustrates the concept of *perceptual constancy*. In addition, the students should be better able to understand the activities of selection, organization, and interpretation that constitute the process of perception.

### Activity 1.11 PERCEPTION OF PERSONS

**Objective:** Students should be able to identify factors by which we categorize others in forming first impressions; to discuss the accuracy of our perceptions of others; and to discuss the degree to which people's perceptions of another person agree.

**Procedure:** This is a relatively threatening assignment for some, and it is necessary that it be performed by groups of students. Divide the students into groups of three or four. Have each group observe a different person outside the classroom. Ask each group to decide on the personality, demographic characteristics, and interests of the person being observed. The students should also determine what factors, behaviors, or other observations influenced their perception and classification of that person. After the group has achieved consensus, the group members should introduce themselves to the observed person to verify their perceptions.

The students should bring the results of their experiment to the next class meeting and discuss which cues seemed to be most important in their perception of others, the accuracy of their observations, and the amount of agreement within the group about the characteristics of others.

**Debriefing:** This activity illustrates the process of perceiving others; can be used to relate selectivity, organization, and interpretation to our perception of personal; gives students a chance to identify their stereotypes; and leads into the influence of nonverbal behavior on our interactions.

## Activity 1.12

### DESCRIBE WHAT YOU SEE

**Objective:** Students should be able to observe and understand that people have different perceptions of one another and the impact these differences have on interpersonal relationships.

**Procedure:** Circulate the adjective list below to students and divide the class into groups of three students. First, students should circle adjectives that best describe themselves. Then they put their classmates' initials next to adjectives that best describe the classmates. The groups should share perceptions. Have the class compare similarities and differences and their causes.

Adjectives: conservative, friendly, outgoing, controversial, skeptical, eclectic, easygoing, nervous, affluent, intelligent, apprehensive, eager, risky, confident, jovial, flirtatious, stylish, precise, shrewd.

After the activity, ask student what effect do these differences in perception, both of self and others, have on our communication in interpersonal relationships? Class discussion should center on how interpersonal relationships are contingent on the perceptions of another. Emphasis should be placed on the value of appreciating individual differences in the development of interpersonal relationships.

**Debriefing:** This activity underscores the importance of recognizing interpersonal qualities of another person and realizing that these qualities often play a vital role in accurately perceiving another individual.

## Activity 1.13      **SELECTIVE ATTENTION**

**Objective:** Students should be able to identify ways in which selective attention helps to create order in our perception of stimuli and explain how selective attention affects our perception of others.

**Procedure:** After a discussion of how perception involves all five senses, have the students focus on one sense at a time and describe what they perceive. Start with *sight*. Indicate how we can see large objects, whole objects, and minute parts of objects. Then have the students close their eyes and focus on *hearing*. They should identify the noises that they had not noticed previously. For the senses of touch, taste, and smell, have the students shut their eyes as you describe different sensations for them to experience. For example, for *touch*: Have them feel their shoes on their feet, the pressure of their belts on their stomachs, the tickle of their hair on their ears and neck. For *taste*: Can they taste their toothpaste? Food? Drink? For *smell*: Can they detect aftershave lotion? Perfume? Deodorant?

After identifying a reasonable number of perceptions, discuss the factors that determine which stimuli we tend to focus on—for example, information that fulfills our needs, startling stimuli, familiar cues, and unusual stimuli.

**Debriefing:** This activity illustrates the nature of selective attention, can be used to introduce factors that affect individual perception, and relates well to factors that affect active listening.

## **SELECTIVE RETENTION**

**Objective:** Students should be able to define selective retention and identify the factors that affect it.

**Procedure:** Instruct the students to number a piece of paper from one to ten. Tell them that you will write ten words on the board. They will then be given two seconds to study the words, after which time they will write down as many of the words as they can

### Activity 1.14

remember. Have them close their eyes while you write the following ten three-letter words on the board.

dog cup big sex fig  
lap tub ran car boy

Have the students look at the words for two seconds. Then erase the words. When everyone has written down the remembered words, count by a show of hands how many remembered each word. The most remembered will probably be *dog*, *lap*, *boy*, and *sex*; and almost everyone will remember *sex*. As a variation, use the following list of words and nonsense syllables:

tlk ntp ykf pgrn lrw mbc aeq sex  
kkk ptq

After completing this activity you can discuss why the students remembered some words and not the others. Why was *sex* easy to remember? The discussion should identify sequence, unusual characteristics, and expectations as factors that affect selective retention. In the variation, *sex* and *kkk* are remembered best because of their familiarity and because of the differences between those letters and the nonsense syllables that compose the rest of the list.

**Debriefing:** This activity illustrates selective attention and retention and may also be used to illustrate the arbitrary nature of symbols. That is, why do some symbols have more impact than others? Why do some symbols convey meaning, while others do not?

## Activity 1.15

### STEREOTYPICAL THINKING

**Objective:** Students should be able to understand how their perception process operates in stereotyping others.

**Procedure:** Divide the class into two groups. Distribute the following list of individuals and situations to students. Have students determine and role-play how two (or more) individuals respond to the same situation.

Situations : fixing a flat tire; washing an infant; choosing a movie; rescuing a cat from a tree; planning a vacation. Individuals/roles: priest, wrestler, teacher, mail carrier, rap artist, florist, international student, construction worker.

The class should then discuss why the particular communication episodes occurred and if any stereotyping underscores their perception of the situation. Why do individuals stereotype? Are there any advantages to stereotyping? What are possible implications of stereotyping those with whom we have no affiliation? Cite examples as necessary.

**Debriefing:** This activity indicates that our perception of others is often based on our ability and willingness to stereotype. Further, our interactions in our future relationships are often determined by the stereotyping we do.

## Activity 1.16

### VALUES AUCTION

**Objective:** Students should be able to identify the values and objectives that contribute to their self-images and self-esteem; and to discuss the importance of commitment to their personal goals.

**Procedure:** Each student is to receive an amount of —moneyll equivalent to the number of months the student can expect to live. The formula is as follows: 72 years, minus the student's age, minus 3 if the student drinks heavily, plus 3 if the student is a woman. Multiply the final result by 12. This final figure is the amount of money the student has for bidding in the value auction. When all the students have figured out their money, pass out the list of —auction itemsll that follows. The student who bids the highest for each item possesses that item and subtracts the value of the bid from his or her monetary holdings. When students use up their money or cannot afford to bid, they drop out of the auction.

The list may be lengthened or shortened to meet time requirements, but a balance should be maintained between long- and short-range goals and between material and nonmaterial values. Keep a master list of items on the board so that all can see it, indicating who bought each item and the price paid for each item.

#### Auction Items

1. Receive straight —Alls for the rest of my college career.
2. Receive \$500,000 tax-free.
3. Enjoy good health for the next forty-five years.
4. Find inner peace.
5. Have a better personality.
6. Have a successful marriage or relationship.
7. Make a significant contribution to the betterment of humanity.
8. Renew an old friendship.
9. Ensure that my parents will be financially secure for the rest of their lives.
10. Never procrastinate.
11. Travel to any place of my choice, all expenses paid.
12. Have a brand-new car of the make and model I choose.

13. Be free to do whatever I want, whenever I want.
14. Receive an A in this class.
15. Have a date with a famous person of my choice. (Students must say who it is when bidding.)

The class should summarize the results of the auction by identifying the characteristics of the items that brought the most money, the items that produced the most spirited bidding, and the items that no one seemed to want. They should distinguish between short- and long-range goals, personal gain and the welfare of others, and personal growth and material possessions. Ask the students to categorize their own values on the basis of their bids. They should relate these goals and values to their self-concepts. Specifically, how much of their lives were they willing to devote to the goals they desired? Did the bidding reflect a realistic amount of effort for attainment of the goals? Have they begun devoting time and energy to achieving their goals?

**Debriefing:** This activity is designed to make the students aware of their goals, the relative importance of their values, and how their values relate to the values of others. The discussion should also indicate to the students that goals must be worked for and that they should start working to attain their goals immediately. Every day they waste reduces their chances (the amount of money) of achieving the goal. The comparison of value systems also establishes a basis on which to examine competition and conflict in interpersonal communication. In chapter 10, there is further examination of the importance of identifying values and accepting the values of others without evaluation.

## Activity 1.17

## TEN STATEMENTS

**Objective:** Students should be able to identify positive and negative aspects of their self-images; to describe the relationship between self-image and self-esteem; and to discuss the factors that influence the development of self-image and self-esteem.

**Procedure:** After a brief discussion in which you define self-image and self-esteem, have the students write ten words or phrases that describe themselves. When they are finished, ask for examples of the words and phrases they have written. Without labeling the categories, write the words or phrases on the board in three columns: physical characteristics, personality traits, and roles or relationships. When you have a representative sample for each group, have the students discuss the elements common to each column and ask them to identify each of the categories.

Then ask the students to write up to ten positive statements about themselves, listing things of which they are proud. Give them two minutes to complete their lists. Then ask them to write up to ten negative statements about themselves, listing things of which they are not proud or that they would like to change. Again, allow two minutes. The students should compare the number of items on each list and announce their results. Have them also count the number of statements of both the positive and negative lists that fit into the three categories of self-esteem listed on the chalkboard. Again, the students should announce their results to the class.

In most cases, the first list of ten positive statements describing a student's self-image consists mostly of personality traits and roles, with few descriptions of physical characteristics. The negative list, however, usually contains more statements about the student's physical and personality traits and a few statements about roles. The students probably also will notice that they are able to make more negative than positive statements about themselves in two minutes.

The discussion among the class should focus on the reasons for the results that were obtained. The factors that affect the students' self-esteem probably include:

1. A superficial understanding of who they are; for example, they have not given a great deal of thought to describing themselves to others.
2. Their self-concepts are formed through their interactions with others, and others tend to describe them in terms of their personality.

3. They tend to focus more on their negative aspects than on their positive aspects; for example, it is socially more acceptable to describe ourselves negatively than it is to brag.

**Debriefing:** This activity illustrates the components of self-concept. The students should become more aware of their own self-images and self-esteem, as well as of the factors that affect the formation and maintenance of self-concept.

### **Activity 1.18            HOW DO YOU BEHAVE WHEN . . .**

**Objective:** Students should be able to describe their own behavior in relation to different levels of self-esteem; to explain the influence of self-esteem on emotions and behavior; and to discuss the role of verbal and nonverbal behavior in the expression of emotions.

**Procedure:** Distribute the —How Do You Behave When . . .ll questionnaire that follows to the students. They should complete the form individually and then discuss their answers in groups of four or five.

#### How Do You Behave When...

Describe as specifically as you can the effect on (1) your language, (2) your facial expression, (3) your posture and gestures, and (4) the way you dress when you are:

Nervous	Carefree	Cautious	Friendly
Angry	Bored	Afraid	Hostile
Disappointed	Happy	Sad	Lonely
Affectionate	Jealous	Bold	Tired

The students should focus on the similarities between their answers and the answers of the others in their group. They should also try to determine what behavior is most affected by emotion. In other words, what behavior best indicates or betrays that they are emotional? Conversely, the students should realize what behavior of others best indicates others' emotional states. Most students indicate that facial expressions are primarily indicative of their emotions in many situations.

A class discussion of the relationship between emotions and self-esteem should follow. The students should discover that a person's self-esteem is closely related to the emotions that are most often experienced and that the ways in which we express emotion are influenced by our self-acceptance.

**Debriefing:** This activity demonstrates the influence of self-esteem on emotions and, consequently, on behavior. The activity focuses on verbal and nonverbal behavior

**Activity 1.19 OINK LIKE A PIG**

**Objective:** Students should be able to explain the relationship between self-concept and behavior; to identify the effect of their self-concepts on their behavior; and to compare their perception of risky behavior with the perceptions of the other students.

**Procedure:** Distribute the —Oink Like a Pigll form that follows to each student. Have the students work on it individually.

Oink Like a Pig

Assume that you are to perform each of the following tasks or activities in front of the class. Number each of the tasks in descending order according to the degree of embarrassment or discomfort it would cause you. Start with the most comfortable and make it 1; the second, 2; and so on. Do not use the same number more than once.

- \_\_\_ A. Oink like a pig.
- \_\_\_ B. Walk on your hands.
- \_\_\_ C. Walk while balancing a book on your head.
- \_\_\_ D. Write —I love youll on the board ten times.
- \_\_\_ E. Sing a song.
- \_\_\_ F. Dance.
- \_\_\_ G. Stand with your back to a person of the opposite sex and hold hands.
- \_\_\_ H. Crow like a rooster.
- \_\_\_ I. Talk nonstop for one minute.

When the class is finished, make a class ranking for each item and list the totals on the board. Ask if anyone will volunteer to perform any of the activities. This can be a little risky, and you may prefer to call on some relatively uninhibited student. If no one

volunteers, ask the class to perform some of the activities in unison. For example, the entire class may oink like a pig, or everyone may sing a song.

The class should try to ascertain similarities in the activities that were ranked as most comfortable or most embarrassing. Important factors such as risk, self-esteem, selfconsciousness, supportiveness expected of peers, and peer pressure should be discussed in relation to willingness to perform the tasks. If some of the students performed some of the activities, ask if they felt as uncomfortable or as comfortable as they had predicted. An important aspect of the discussion is to determine why the students are unwilling to behave in unusual or unconventional ways. The students should realize the extent to which their behavior is constrained by their self-concepts and their concern about the reactions of others.

**Debriefing:** This activity illustrates the constraints imposed on our behavior by our predictions of others' reactions. Since self-concept is largely determined by our perception of others' attitudes toward us, this activity can be used to illustrate the development and maintenance of self-esteem and self-image. **Activity 1.20**

#### **IN THIS SITUATION I AM . . .**

**Objective:** Students should be able to specify their personal self-images and self-esteem in various situations; to discuss the relationship between their self-image and their self-esteem in various situations; and to explain the concept of process as it relates to self-concept.

**Procedure:** Have each student individually complete the —In This Situation I Am . . .ll form on the following page. After each student has completed the form, divide the students into groups of four or five to discuss the responses. The groups should clarify any answer or description that is unclear. As the students share their responses, have them note any similar reactions to the situations. The students should also ascertain the reasons for each of the responses.

The discussion of this activity with the class should focus on the relationship between the students' self-concept and behavior in a specific situation. The students usually notice a wide divergence of responses to the same situations. They also notice their own differing responses to different situations. The conclusion usually reached is that self-concepts differ in different situations and that this difference affects behavior. Behavior is also determined by social norms and peer pressure.

To illustrate the changing nature of the self even more dramatically, have the students compare their current responses to responses they might have given last year or five years ago. Self-concept varies not only with the situation, but also with time. The students should realize that their self-concepts are not static and can be changed. They should recognize the importance of identifying the situational exigencies that determine the appropriateness of behavior. They should also realize that they must be able to select behavior that is most appropriate for them and still be accepting of others whose behavior may be different because of different self-concepts.

**Debriefing:** This activity illustrates the interdependence of situational factors, selfconcept, and behavior. The process nature of self-concept is examined. Students realize that people react differently to situations because of their self-concepts. The activity also illustrates the acceptance of others and the factors that affect understanding of others (chapter 2). You may want to explore specific interpersonal contexts and public speaking situations as examples of situations that interact with our self-concepts.

### In This Situation I Am ...

For each of the situations listed below, identify your self-image and self-esteem by answering the corresponding questions. It may be helpful to think of a specific experience that illustrates each of the situations. For example, for —Party with Friends, think of a party you recently attended.

My Behavior	Family Dinner	Blind Date	Funeral	Party with Friends
Roles I played				
I physically felt . . .				
I emotionally felt . . .				
People noticed my . . .				
I was conscious of my . . .				
I was: (yes or no) confident				
secure				
calm				

I was satisfied with my behavior				
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I wish I had . . .				
I would like to be in this situation again: (yes or no; why or why not?)				

**Activity 1.21 BE TRUE TO YOURSELF**

**Objective:** Students should be able to understand how their self determines the quality of their daily interactions.

**Procedure:** Instruct students to keep a daily journal throughout the duration of this chapter. Tell them that following significant interactions with their friends, they should note how their self-concept was involved in those interactions. In other words, how did the individual's self-image and self-esteem function in the overall value of the conversation that took place? This journal should be kept until the instructor facilitates a conversation on how important the self is in determining the quality of interactions with others

In class, students should discuss the specific types of interactions and some specific examples of their self-concept impacting upon those interactions. Did males and females differ in distinguishing relational episodes? How did an individual's self-esteem function in conversational competence? What would you think constitutes a quality interaction?

**Debriefing:** This activity serves to point out that much of what is communicated in daily interactions is contingent on our consciousness of our being. That is, we can determine how valuable an interaction will be with a significant person.

## Mini Prezi

## PERCEPTION CHECKING

**Objective:** Students should be able to articulate the three main parts of perception checking and discuss how they would go about checking their perceptions with others.

**Procedure:** The mini prezi presentation can be accessed through the following website link (<http://tinyurl.com/ozgc7cv>). Listed below is possible presentation information can be used to explain each click through the presentation.

### Presentation Script Information:

#### Look one:

- Breakdowns in mutual understanding sometimes occur because we interact with others based on
  - inaccurate perceptions. □
- One strategy that can help you and others to avoid misunderstandings is to verify your perceptions and vocalize some of the assumptions and perceptions you form when
  - interacting with others. □
- This diagram about perception checking identifies three critical parts to the process: describing behavior, suggesting interpretations, and seeking verification. □

#### Look two:

- When you realize that you may be attaching faulty assumptions to what people do, the first step in checking your perceptions is to describe to the other person the behavior that you observe. □
- This step includes simply restating what you see and hear. □
- For example, if you invite someone you're interested in to go to a party with you and they decline the invitation, you may question if they are really into you. In such a case, you might check that perception. The first step is simply describing what you see and hear. □

#### Look three:

- After describing behavior the next step is to suggest a plausible interpretation for the behavior □
  - you note that is of concern to you. □
- This step involves some vulnerability on your part by bringing out into the open how you
  - are interpreting another person's verbal and nonverbal behaviors. □
- In the case of the declined invitation you might say, —I'm sensing from your body language □
  - that perhaps you're just not interested in hanging out with me. □
- This part of the perception-checking process is where you allow the other person to see what processing you are doing inside your head. □

Look four:

- The final step is to seek verification. In other words, you need to check whether the active perceptions you are attaching to someone else's interactions and behaviors are accurate
- or inaccurate. □
- When seeking verification you ask the other person to help explain, confirm, or respond to the perceptions you are forming about them. □
- The most interesting part of this step is that we all sometimes experience internal issues (such as not feeling well on a particular day) that sometimes impact how we interact with people in
- unintended ways. This can lead to inaccurate perceptions. □
- In this step people sometimes confirm your perceptions or they may also identify a deeper issue that you might need to explore further with the person. □

Look five:

- The best reason for checking your perceptions with others is that it is a simple way to □ increase understanding of one another. □
- I know that in my own mind I can sometimes make situations far worse by perceiving inaccurate motivations or conclusions for why people say or do something than if I were to just openly talk
- about the perceptions being formed. □
- When you identify the perceptions you are forming with others in a sensitive way, you will come to learn that we send off all sorts of signals that lead to misinterpretations. □

Look six:

- By being more open about your perceptions, and checking them when you are uncertain about the interpretations you are forming, you can provide others a brief glimpse into your head, and help them to better understand where you're coming from. □

**Debriefing:** After reviewing and discussing this brief material together you might ask students to come up with examples of their own in pairs. Then, ask each pair to practice discussing their perceptions for the examples they identify. Finally, you can ask a few pairs to share their reflections on actively checking perceptions with the class.