Appendix B: Review Questions

Chapter 1: Answers to Review Questions

Your answers should include the following points:

1. Re-examine the Scenarios laid out in the Self-Assessment exercise and determine the qualities, advantages, and benefits of each option. There are situations where text and Twitter is inappropriate, places where restraint and self-editing is justified, and a circumstance where privacy boundaries must be respected. There is one scenario where future income hinges on the correct decision. Reread the text and make your selections based on the guidance and content of the material.

2. The definition of human communication and the characteristics it embodies establishes the foundation of this textbook. Review Chapter 1 extensively.

3. Not all mediated communication is intended for mass audiences. The similarity with face-to-face is equivalent to whispering, using your indoor voice, or shouting at a football game. The sender decides the message and the receiver. Review the components dealing with mediated versus face-to-face communication and the section titled “Understanding Social Media.”

   The differences occur in three ways. Have you experienced this in personal situations?

4. Each type is used by communicators on a daily basis. You should be prepared to give examples. See the section of this chapter titled “Types of Communication.”

5. Review the component in this chapter titled “Functions of Communication.”

6. Communication competence is vital to success and completion of your daily functions. The Self-Assessment chart in Chapter 1 dealing with Communication Competence is a nice evaluation of your strengths and goals. This chart gives you a starting place to
measure your traits and tendencies when expressing yourself in a dispute, conflict, or difference of opinion.

7. Does your diagram indicate that both sending and receiving are simultaneous? How important is feedback? Can you describe the “noise” interfering with the effective sending and receiving of messages? Go back to Chapter 1 in the text and review Figure 1-2.

8. Combining the definition of dyadic communication found in Chapter 1 by Photo 1-5 and then combining the Calvin & Hobbes cartoon regarding self-monitoring; describe how you/why you decided to shape your behavior.
Chapter 2: Answers to Review Questions

Your answers should include the following points:

1. Review the beginning of this chapter and the discussion of “Communication and the Self.” Who are you? Make this personal. Identify what affects your self-concept.

2. The definition of self-concept, as described in Chapter 2, reflects how we see our self and our interpretation of how others perceive us. Common characteristics usually cited begin with (but in no way are limited to) age, gender, ethnicity, regional identification, height, weight, religion, and physical attributes.

3. Expectations and assumptions frequently skew the outcome ahead of time. Look at the material covered in Figure 2-1 of this chapter.

4. Review the “Common Perceptual Tendencies” identified in Chapter 2.

5. “Empathy, Perception, and Communication” in Chapter 2 explains the process of empathy application.

6. Refer to the explanations in Chapter 2 that deal with “Characteristics of Identity Management.”

7. See the element of Chapter 2 pertaining to “Identity Management in Mediated Communication.”

8. The instant reaction tends to be to answer “yes,” but there are sensitive and ethical challenges to identity management and honesty. Weigh carefully the judicial balance of how far is too far, how honest is too honest.

Chapter 3: Answers to Review Questions
Your answers should include the following points:

1. Culture and coculture influence everyone’s methods of communication. Cultures and cocultures mingle in the classroom, grocery store, entertainment field, and employment choices. Answers will vary, but the first six pages of this chapter should clarify your answer.

2. The meanings of phrases using the same language but with various connotations, the interpretation of nonverbal signals, the frequency or lack thereof of vocal intonations, even the concept of self-centeredness or being a “team player.” What you are used to is correct and acceptable; what is different is unsettling and suspicious. There are daily examples of this you should be able to enumerate.

3. Stereotypical thinking and preconceived assumptions often blur the distinction between actual cultural differences and overgeneralizations. A native of Alabama and a working-class resident of New Jersey; a native Texan and an immigrant from India; a teenager from California and a senior citizen from Idaho . . . do you stereotype and overgeneralize? Check the section of this chapter dealing with “Cultural Values and Norms.”

4. Compare and contrast individuals in the same age group, with shared ethnicity, identical education, and fairly uniform socioeconomic status with the communication traits of a vastly dissimilar group. What norms, traits, values, and concepts are different? Which group does it “right”? Take the Intercultural Sensitivity Self-Assessment in this chapter.

5. Codes, verbal and nonverbal, and how they are used in cultures vary depending on many influences. You should have an appreciation of the challenges that arise with people from different cultures/cocultures seeking to communicate. Examine the section of this chapter that addresses “Codes and Culture.”

6. How open-minded are you? How sensitive are you to other cultures? Take the Intercultural Sensitivity Self-Assessment. Be honest in your answers. Could you improve your intercultural communication competence? Cite specific examples of what you can do regarding the cultures/cocultures around you in your daily life.
7. While interacting successfully with strangers calls for the same basic ingredients of general communication competence outlined in Chapter 1, this chapter highlights unique elements for “Developing Intercultural Communication Competence.”

8. Descriptions and examples may vary but they should be in line with Table 3-2 of this chapter.

Chapter 4: Answers to Review Questions

*Your answers should include the following points:*
1. The rules of language come with challenges. When there are rules, there are exceptions. Still, the early part of Chapter 4 identifies the rules and gives multiple examples of their applications.

2. See the examples cited in the text regarding names, credibility, status, sexism, and racism.

3. Besides shaping the way we view our self and indicating inner thoughts, sometimes unconsciously, the way we use language causes others to form opinions about us. The emotion or power behind our words, the connection with our home or workplace, our likes and dislikes, and our willingness to accept responsibility is an everyday indicator of who we are. Table 4-1 in this chapter and examples from the text that follows explain this in greater detail.

4. While cultural and cocultural differences do exist, causing statements to be misunderstood, too often the sender is either not precise enough or is deliberately vague. Review the section in Chapter 4 dealing with “Troublesome Language.”

5. The four linguistic acrobatic tricks used to accept and/or reject responsibility are detailed in Chapter 4.

6. Cartoon 4-6 in Chapter 4 highlights the challenges of “he said/she heard” and “she said/he heard.”

7. There is no right or wrong on the Self-Assessment rubric. It is designed to enlighten and educate.

Chapter 5: Answers to Review Questions

Your answers should include the following points:
1. While it must be established early that listening and hearing are not the same thing, it is also important to clarify, with examples, the stages of listening as opposed to hearing. This should also include the contrast between mindful versus mindless listening.

2. It seems apparent that listening ability declines with age. Adults need to be aware of the challenges, some of which are their own fault, hampering effective listening. Examples should include the faulty listening behaviors and personal experiences. This section of Chapter 5 highlights and underlines the faulty listening behaviors with succinct explanations.

3. Care should be taken to separate the faulty listening behaviors from the reasons for poor listening. The first are conscious obstacles dealing with mindset and attitude; the latter often are unconscious attributes requiring more self-awareness strategies of the process taking place. Review the @Work Box on multitasking in this chapter and follow up with the many reasons for poor listening.

4. This is designed to help discover listening tendencies. There is no right or wrong; it simply reflects your experiences and goals.

5. Where the advantages of task-oriented listening assist in organization and efficiency, some people are too preoccupied to be aware of the process. Using the categories from the Self-Assessment chart on listening styles that apply to task-oriented listening can be a way to show the benefits and advantages of this approach.

6. Emotional connections are easier for extroverts who are attentive and friendly. It can, however, get the listener too involved. The “Ethical Challenges of Relational Listening” section in this chapter underlines some of the drawbacks.

7. “We have an affirmative responsibility to hear the argument before we disagree.” To do that we must listen before evaluating, separate the message from the speaker, and search for value.
8. Investigating the accuracy, validity, competence, evidence, and possible emotional involvement of the message itself has merit. The “Critical Listening” section in Chapter 5 offers guidelines for performing this task.

9. The goal of supportive listening is to help the sender, not the receiver. The listener must help and assist with empathy. The types of support enumerated in the “Supportive Listening” section of this chapter all come with advantages and disadvantages.
Chapter 6: Answers to Review Questions

Your answers should include the following points:

1. The communicative value of nonverbal communication guarantees that you cannot “not” communicate. While open to interpretation, nonverbal communication contributes to identity management and social interaction. Using examples from Table 6-2 to clarify the differences between verbal and nonverbal communication should help make this decipherable.

2. This answer should include differences in quantity and degree of gestures, use of space and physicality, eye contact, and use of tone and vocal directness or lack thereof.

3. Prompts such as “Finish this sentence: Big boys don’t _____” and “What exactly does it mean to “act like a lady?” could encourage thought-provoking insights. It would be interesting to compare “old-school” stereotypes with the reality of today. When did men stop standing up when a woman entered the room? Do men still open doors and why do some women resent it? This could create interesting dialogue in the classroom.

4. Look at the insert box on “Understanding Communication Technology” in this chapter. The answers should include emoticons, asterisks, changes in font and print type, abbreviations, capitalization, and multiple methods of emphasis.

5. The astute observer of self-monitoring will note a contrast in vocal tone and expressions, body language, tone of voice, posture, clothing, appearance, and the use of distance. The realization of territorial power and status and the influence of environment are two other markedly different areas between a party and a job interview.

6. Does punctuality matter? When? Where? Is it vital to “be on time” or will you “get there when I get there”? Do you use time as an indicator of interest or boredom, respect or rudeness, when responding to messages? A query concerning the Justin Bieber example given in this chapter should prompt engaged classroom discussion.
Chapter 7: Answers to Review Questions

*Your answers should include the following points:*

1. These factors should include the characteristics of appearance, similarity, complementarity, reciprocal attraction, competence, disclosure, proximity, and rewards, as explained in the first ten pages of this chapter.

2. Figure 7-1 in this chapter clearly designates these stages.

3. See Figure 7-2 of this chapter and the photo on page 214.

4. See the Chapter 7 component “Strategies for Managing Dialectical Tensions.”

5. Messages that focus on the subject being discussed

6. Affinity, respect, immediacy, and control

7. Messages that refer to other messages. Examples could include sarcasm, hints, and messages with more than one meaning.

8. See the section of Chapter 7 that discusses “Dimensions of Intimacy.”

9. There are seven total, all identified under “Characteristics of Effective Self-Disclosure” in Chapter 7.

10. While answers will vary, the definition of and justification for altruistic lies should be included.
Chapter 8: Answers to Review Questions

Your answers should include the following points:

1. The emotional tone of a relationship

2. The introductory paragraphs of Chapter 8 can help clarify the analogy between weather conditions and relationships. Longer life, better sleep, well-informed intelligence, and an active engaged lifestyle versus the exact opposite—if given the choice, one shines brighter than the other.

3. Confirming messages involve positive responses and disconfirming ones deny, reject, omit, ignore, insult, and neglect the other party involved.

4. An expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from the other parties in achieving their goals.

5. Nonassertion, direct aggression, passive aggression, indirect communication, and assertion. See Table 8-3 of Chapter 8.

6. Review the component of this chapter “Gender and Conflict Style.”

7. See the section “Cultural Influences on Conflict” in this chapter.

8. Table 8-4 of Chapter 8 explains the alternatives and addresses the benefits of compromise.

Chapter 9: Answers to Review Questions
Your answers should include the following points:

1. See the beginning of this chapter for the definition of a group or team and their distinct characteristics.

2. The section “Goals of Groups and Their Members” in Chapter 9 discusses group and personal motives.

3. Rules are the hard-and-fast stipulated guidelines. Norms are the “understood” and unspoken standards of the way things are done.

4. See Figure 9-1 and Figure 9-2 in Chapter 9.

5. Formal roles will have titles: Coach, President, Manager, Chair, Supervisor, etc.

6. Definitions of the communication style of authoritarian, democratic, laissez-faire, and situational leaders are given right after the Self-Assessment of Your Leadership Approach in Chapter 9.

7. Details are given following the Self-Assessment on How Good a Follower Are You in Chapter 9.

8. Examples will vary. Legitimate = a title or position; expert = competence and knowledge; connection = networking abilities and contacts; reward = the granting or promise of consequences; coercive = threats, intimidation, punishment; referent = charisma.
Chapter 10: Answers to Review Questions

Your answers should include the following points:

1. The section on “Advantages of Group Problem Solving” at the beginning of Chapter 10 identifies resources, accuracy, commitment, and diversity as things a group possesses that are not available to an individual.

2. Immediately after the “Understanding Diversity” box in Chapter 10, reasons are given for when to use groups to solve problems.

3. The degree to which members feel connected with and committed to their group is reinforced by the elements cited in the “Building Cohesiveness” section of Chapter 10.

4. High-quality solutions come about only with cooperation and communication within the group. Breakout groups report back to a larger body. Problem census works for encouraging participation but protecting anonymity. Focus groups are aimed at a problem but are seldom asked to reach a decision.

5. See Table 10-1 in Chapter 10 and the explanations of these formats in the text thereafter.

6. Review the section of Chapter 10 titled “A Structured Problem-Solving Approach.”

7. From “voting” to “commanding” each option has benefits and each has drawbacks. The most effective depends on the circumstances, and this can change depending on the situation.

8. The cartoon on page 318 of Chapter 10 has a point. To overcome this pitfall, members should follow up on suggestions made in the section of the chapter that deals with unequal participation.
Chapter 11: Answers to Review Questions

Your answers should include the following points:

1. Choosing a topic, determining your purpose, and finding information

2. Review the Chapter 11 guidelines for writing an effective purpose statement and examine the Less Effective and More Effective examples listed.

3. Review “The Listener: Audience Analysis” in Chapter 11. Your answer should include cultural diversity, gender, age, group membership, attitudes, beliefs, values, and number of people listening.

4. Time, place, and audience expectations

5. Credibility, objectivity, currency

6. A library catalog, reference works, periodicals, non-print materials such as films, videos, recordings, pictures, physical objects, interviews, and survey research

7. Practice. Practice again. Practice out loud. Practice some more. Be prepared for all contingencies and then practice again.

8. Chapter 11 covers this in the section “Sources of Debilitative Communication Apprehension.”

9. Extemporaneous. Impromptu speeches are unplanned and unpracticed. Manuscript speeches take away spontaneity and tend to result in monotone delivery with no eye contact or gestures. Memorized speeches put a lot of pressure on recall, and that usually means talking too fast and glancing at the ceiling periodically.
Chapter 12: Answers to Review Questions

Your answers should include the following points:

1. The working outline helps organize your thoughts, it maps out the progression of the speech from point to point, and it gives you a start to rework and redraft as the final product takes shape.

2. A formal outline can be displayed as a visual aid, can be distributed as a handout, can serve as a record for reviewing, and can be helpful in analyzing the presentation.

3. Review the section in Chapter 12 “Organizing Your Outline Into Logical Patterns.”

4. Capture attention, preview the subject, set the mood and tone, and demonstrate the importance of the topic.

5. Many approaches can be used to get the attention of the audience. See “Checklist: Capturing Audience Attention” in Chapter 12.

6. Be well prepared, appear confident, and tell your audience about your personal experience with the topic.

7. Restate thesis, review main points, and provide a memorable ending.


9. See the section “Supporting Material” in Chapter 12.

10. See “Types of Supporting Material” in Chapter 12.
Chapter 13: Answers to Review Questions

Your answers should include the following points:

1. Address the needs of the listener, engage and involve the audience, make it easy to listen to, and employ interesting and stimulating supporting material.

2. Limit the amount of information you present, use familiar material to increase understanding of the unfamiliar, use simple to build to complex.


4. Personalize the speech, use audience participation or volunteers, have a Q & A session not just at the end of the speech but during it.

5. There is a wide variety of choices for visual aids. The rules relate to their simplicity, size, attractiveness, appropriateness, and reliability.

6. Pros = focuses audience attention, makes logical structure transparent, and gives a visual source for vocal words. Cons = trivializes important information, encourages oversimplification, and discourages interaction with lack of speaker eye contact and movement.

7. Informative speeches tend to be noncontroversial and non-confrontational. Informative speeches add knowledge without opinion.

8. The first is repetition— I repeat, repetition. The second is signposts.
Chapter 14: Answers to Review Questions

*Your answers should include the following points:*

1. Convincing

2. Reinforce, sometimes strengthen, or at least begin the shift of attitudes.

3. Actuating

4. Adoption or discontinuance

5. See Table 14-1 of Chapter 14 for a lengthy list of unethical communication behaviors.

6. Believability

7. Competence, character, charisma

8. Review the section of Chapter 14 titled “Adapting to the Audience.”

9. These errors in logic are listed with Latin as well as English labels in the section of Chapter 14 dealing with how to avoid fallacies.

10. Indirect

11. Attention, need, satisfaction, visualization, call for action
12. Force, intimidation, threat, blackmail, arm-twisting, brow-beating, bullying, and not allowing the listener to have a choice