

# **Instructor's Manual**

*for*

Beebe/Beebe/Ivy

## **Communication: Principles for a Lifetime**

Fifth Edition

*Prepared by*

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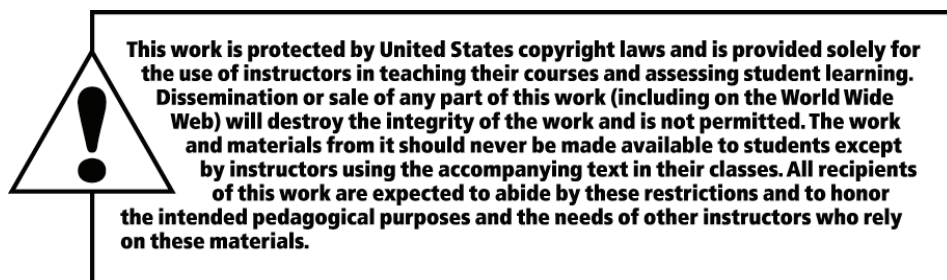
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# PREFACE

Thank you for choosing *Communication: Principles for a Lifetime*, Fifth edition for your course. This manual has been prepared to help instructors teach a basic communication course and is intended for instructors at all skill levels to help generate productive student learning outcomes. Inside, you will find a valuable collection of instructional resources, classroom strategies, and experiential activities that will complement a diverse range of teaching and learning styles. New instructors may use this manual as a step-by-step guide, following these suggestions to create an entire course curriculum from the ground up. Veteran instructors may use this manual as a resource library—an index of fresh learning techniques, discussion questions, and classroom activities that can be easily integrated into their existing course materials.

Key features of this manual include:

- *Learning Objectives.* Learning objectives from the book are included to help focus your preparation
- *Teaching Outlines.* Summarize the chapter content for lecture planning
- *Class Discussion Question Sets.* Designed to meet the stated objectives of each chapter, these questions provide springboards for in class discussion and can also be used as quizzes or open book assignments
- *Journal Questions.* Are appropriate for online discussion boards and traditional journaling exercises and are keyed into the stated objectives of the chapter
- *Activities.* The activities can be adapted for small response papers

- **Assignments:** These can be used as is or modified in a variety of ways to meet your individual style of instruction. As with the discussion and journal questions, assignments are designed to meet the stated objectives of each chapter.

## **Additional Resources Available**

In addition to this Instructor's Manual, Pearson Education, Inc. provides other book-specific ancillaries as well as some general Communications course resources. Below you will find some highlights. For a full listing of available resources and/or access you should always speak to your local publisher's representative.

### **Test Bank**

The test bank comes in two forms: a traditional printed version and the MyTest computerized test bank version available at <http://www.pearsonmytest.com> (access code required). Regardless of which delivery you choose, the questions are identical. The test bank consists of more than 1400 questions total; a blend of multiple-choice, true/ false, short answer, matching, and essay for each chapter. Organized by chapter, each question has a correct answer and is referenced by the page number.

### **PowerPoint™ Presentation Package**

This text-specific package consists of a collection of lecture outlines and images keyed to each chapter in the textbook. Available for download at Pearson's Instructor Resource Center at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc) (access code required).

### **A Guide for New Teachers of Introduction to Communication, 5/e**

Updated by Christine North, *Ohio Northern University*, this guide is designed to help new teachers effectively teach the introductory communication course. It is full of basics for course planning and management, first day of class tips, great teaching ideas for both traditional and hybrid/online courses, a guide to Pearson resources

including MyCommunicationLab, and sample activities, handouts, and assignments. Available at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc) (access code required).

### **MyCommunicationLab**

Designed to amplify a traditional course in numerous ways or to administer a course online, **MyCommunicationLab** for Introductory Communication courses combines pedagogy and assessment with an array of multimedia activities –videos, speech preparation tools, assessments, research support, and multiple newsfeeds— to make learning more effective for all types of students. Now featuring more resources, including a video upload tool, this new release of MyCommunicationLab is visually richer and even more interactive than the previous version—a leap forward in design with more tools and features to enrich learning and aid students in classroom success.

No matter what course management system you use—or if you do not use one at all, but still wish to easily capture your students' grade and track their performance—Pearson has a **MyCommunicationLab** option to suit your needs. Contact one of Pearson's Technology Specialists for more information and assistance.

A **MyCommunicationLab** access code is no additional cost when packaged with selected Pearson Communication texts. To get started, contact your local Pearson Publisher's Representative at [www.pearsonhighered.com/replocator](http://www.pearsonhighered.com/replocator).

## **SAMPLE SYLLABUS**

### **I. The course in sequence with the text**

This syllabus assumes a fifteen-week semester meeting 3 times per week. It may be easily adapted to classes meeting once or twice a week and for a university that uses a quarter system.

## **Sample Syllabus for Introduction to Communication Course**

Section:  
Time:  
Professor:  
Office:  
Hours:  
Phone/email

### **Basic Purpose of the Course**

This is a survey course, which attempts to introduce students to basic ideas and practices used in the field of communication. By combining theoretical approaches with applied activities, student will learn valuable skills that are desired in the contemporary job market. Students will be expected to participate in a variety of activities, discussions, readings, and assignments to successfully master the content area.

### **Text**

The basic text for this course is *Communication: Principles for a Lifetime* by Beebe, Beebe, and Ivy. Students will be held responsible for all material in the text even though some of the material may not be covered during class lectures. Students will be tested on this material through a mid-term and final examination.

### **Objectives**

Upon successful completion of the course, students will be able to:

1. Define the human communication process.
2. Recognize the role that perception, language, nonverbal behavior, and culture effect communication.
3. Identify strategies for improving their listening skills.
4. Utilize strategies to better manage interpersonal relationships.
5. Recognize the value that conflict brings to communication.
6. Employ effective and appropriate strategies to better manage conflict.
7. Distinguish between group and team performance.
8. Identify strategies to enhance group and team performance.
9. Participate effectively in group procedures.
10. Prepare and deliver an informative speech.
11. Prepare and deliver a persuasive speech.
12. Identify strategies to help reduce anxiety.

### **Attendance Policy**

As this course relies heavily on class participation and involvement, students are expected to attend each class.



Recognizing that conflicts do occasionally occur, students will be granted the equivalent of one week of absence, 3 MWF classes, 2 TR, or 1 evening, without deduction. Absences accruing after these will be deducted from the student's participation grades. Students with 7 or more absences may be dropped by the instructor.

### **Evaluation**

Students final grade in this course will be determined by their performance on two analysis papers, a small group assignment, two speeches, two exams, and daily work and participation. The grade C indicates average work and will be awarded to students who simply complete the instructions of assignments given in class. The grade B will be used to identify above average work and will be reserved for those who demonstrate a genuine breadth and depth of understanding for work assigned in class. The grade A will identify outstanding work and will be awarded to students who demonstrate a genuine insight and mastery of the skills required. On average, students should study 2 hours for every one hour of class they attend. Final grades in the course will be determined by student's performance on the following assignments.

<b>Communication Analysis Paper</b>		<b>10%</b>
<b>Interpersonal Assignment</b>	<b>15%</b>	
<b>Mid-Term Exam</b>	<b>10%</b>	
<b>Small Group Assignment</b>		<b>15%</b>
<b>Informative Speech</b>	<b>10%</b>	
<b>Persuasive Speech</b>		<b>15%</b>
<b>Final Exam</b>	<b>15%</b>	
<b>Daily Work and Participation</b>		<b>10%</b>

**ACTUAL POINT VALUES MAY FLUCTUATE AS MUCH AS 5%**

No make-up work, late assignments, or extra credit will be accepted. Students are expected to contact the professor should any scheduling problems arise. It is the student's responsibility to keep the professor informed of any problems.

### **Academic Honesty**

Be forewarned that plagiarism, collusion, and cheating are grounds for suspension from the university. Any student involved with any of the above activities will receive an automatic 0 for the assignment and this grade cannot be made up. Depending on the severity of the infraction, students may face additional punishment. THIS POLICY WILL BE STRICTLY ENFORCED.

### **Rules**

1. No Smoking
2. No eating
3. no concealed weapons

4. Performers rule to be given to student speakers: At all times give the same attention and respect to your colleagues as they perform their assignments as you expect to receive during your performance.

### Tentative Daily Schedule

Week	Activity	Due for Class
<b>One</b>		
Monday	Introduction and Welcome	
Wednesday	Icebreaker	
Friday	Examining Communication	Chapter One
<b>Two</b>		
Monday	Models of Communication	Chapter One
Wednesday	Examining Self Concept	Chapter Two
Friday	The Role of Perception	Chapter Two
<b>Three</b>		
Monday	Defining Language	Chapter Three
Wednesday	Improving Language	Chapter Three
Friday	Nonverbal Communication	Chapter Four
<b>Four</b>		
Monday	Understanding Nonverbal Codes	Chapter Four
Wednesday	Defining Listening	Chapter Five
Friday	Barriers of Effective Listening	Chapter Five
<b>Five</b>		
Monday	Improving our Listening	Chapter Five
Wednesday	Culture and Communication	Chapter Six
Friday	Adapting to Others	Chapter Six
<b>ANALYSIS PAPERS DUE</b>		
<b>Six</b>		
Monday	<b>MID-TERM EXAM</b>	
Wednesday	Interpersonal Communication	Chapter Seven
Friday	Getting Relationships Going	Chapter Seven
<b>Seven</b>		
Monday	Maintaining Relationships	Chapter Eight
Wednesday	The Role of Conflict	Chapter Eight
Friday	Conflict Management	Chapter Eight
<b>INTEPERSONAL PAPERS DUE</b>		
<b>Eight</b>		
Monday	Small Group Assignment	Chapter Nine
Wednesday	Group Characteristics	Chapter Nine
Friday	Group activities	Chapter Nine
<b>Nine</b>		

Monday	Problem Solving	Chapter Ten
Wednesday	Group Activities	Chapter Ten
Friday	Leadership	Chapter Ten

#### **Ten**

Monday	<b>GROUP ACTIVITY</b>	<b>GROUP WORK</b>
Wednesday	<b>GROUP ACTIVITY</b>	<b>GROUP WORK</b>
Friday	Informative Speech Assignment	Chapter 14

#### **Eleven**

Monday	Choosing and Shaping a Topic	Chapter 11
Wednesday	Organizing and Outlining	Chapter 12
Friday	Delivery	Chapter 13

#### **Twelve**

Monday	Visual Aids	Chapter 13
Wednesday	Adapting to Audiences	Chapter 13
Friday	Speech Workshop	<b>Rough Outlines</b>
	Persuasive Speech Assigned	

#### **Thirteen**

Monday	<b>SPEECHES</b>	<b>OUTLINES</b>
Wednesday	<b>SPEECHES</b>	<b>OUTLINES</b>
Friday	<b>SPEECHES</b>	<b>OUTLINES</b>

#### **Fourteen**

Monday	Persuasion	Chapter 15
Wednesday	Audience Analysis	Chapter 15
Friday	<b>SPEECHES</b>	<b>OUTLINES</b>

#### **Fifteen**

Monday	<b>SPEECHES</b>	<b>OUTLINES</b>
Wednesday	<b>SPEECHES</b>	<b>OUTLINES</b>
Friday	<b>SPEECHES</b>	<b>OUTLINES</b>

**FINAL EXAM**



# CHAPTER 1: Foundations of Human Communication

## LEARNING OBJECTIVES

After studying this chapter, students will be able to:

1. Define communication and explain why it is an important course of study.
2. Describe three criteria that can be used to determine whether communication is competent.
3. Compare and contrast communication as action, interaction, and transaction.
4. Identify five characteristics of communication.
5. List and explain five fundamental principles of communication.
6. Define and describe communication in interpersonal, group, and presentational communication contexts.

## TEACHING OUTLINE

- I. Why Study Communication?
  - A. To Improve Your Employability
  - B. To Improve Your Relationships
  - C. To Improve Your Health
- II. Communication Defined
  - A. Communication Is About Making Sense
  - B. Communication Is About Sharing Sense
  - C. Communication Is About Creating Meaning
  - D. Communication Is About Verbal and Nonverbal Messages
- III. Communication Competence
  - A. The Message Should Be Understood
  - B. The Message Should Achieve Its Intended Effect
  - C. The Message Should Be Ethical
  - D. *Box: What Are the Sources of Your Ethical Views?*
- IV. Communication Models
  - A. Communication as Action: Message Transfer
    1. *Figure 1.1: A Model of Communication as Action*
    2. Source
      - a. Encoding
      - b. Decoding
    3. Receiver
    4. Message
    5. Channel
    6. Noise
  - B. Communication as Interaction: Message Exchange
    1. Feedback
    2. Context
    3. *Figure 1.2: A Model of Communication as Interaction*
  - C. Communication as Transaction: Message Creation
    1. *Figure 1.3: A Model of Communication as Transaction*
- V. Communication in the 21st Century
  - A. Mediated and Face-to-Face Communication
    1. Anonymity
    2. Personal appearance

- 3. Distance
- 4. Time
  - a. asynchronous communication
  - b. synchronous communication,
- 5. *Box: Got Facebook? How We Connect on Facebook*
- B. Concerns About Mediated Communication
- VI. Communication Characteristics
  - A. Communication Is Inescapable
  - B. Communication Is Irreversible
    - 1. *Figure 1.4: A Helical Model of Communication*
  - C. Communication Is Complicated
  - D. Communication Emphasizes Content and Relationships
  - E. Communication Is Governed by Rules
- VII. Communication Principles for a Lifetime
  - A. *Figure 1.5: Communication Principles for a Lifetime*
  - B. Principle One: Be Aware of Your Communication with Yourself and Others
  - C. Principle Two: Effectively Use and Interpret Verbal Messages
  - D. Principle Three: Effectively Use and Interpret Nonverbal Messages
  - E. Principle Four: Listen and Respond Thoughtfully to Others
  - F. Principle Five: Appropriately Adapt Messages to Others
  - G. *Box: Communication Principles for a Lifetime: Principles for All Cultures?*
- VIII. Communicating with Others: Interpersonal, Group, and Presentational Communication
  - A. Interpersonal Communication
    - 1. Impersonal communication
  - B. Group Communication
    - a. A number of people
    - b. A common goal
    - c. A sense of belonging
  - C. Presentational Communication
    - a. Mass communication
    - b. Organizational communication
    - c. Health communication

### CLASS DISCUSSION QUESTION SETS

#### **What is your personal definition of communication?**

In other words, what should this class be about?

When employers mention communication skills, to what are they referring?

Are there any jobs that do not require effective communication skills?

Can the study of communication be taught? Why is it important to teach people effective communication skills?

Is communication a skill, an art, or a knack? This can lead to the Platonic criticism of rhetoric. It can also be used to bring in the Greek definition of the word *Techne* for art; thus, communication may be considered both a skill and an art.

#### **How will the study of communication directly benefit you?**

What are your major worries when communicating with others in a public speaking, small group, or interpersonal setting?

Will a simple study of communication ideas improve your communication skills?

What else is needed? This can lead to a discussion of applying ideas.

**What are some examples of linear communication?**

A possible idea for discussion is radio and television. The channel is on and nobody's home.  
What examples of communication as interaction can you identify? Fax, mail, e-mail.  
What are some examples of transactional communication?  
How do YOU see communication? What model would YOU create?

**If we spend 80% to 90% of our waking days in some communication activity, when are we NOT communicating?**

This can lead to a discussion of what does and does not count as communication.  
Can a speaker send unconscious messages, if so, what happens to the encoding process?  
In other words, is behavior the same as communication?  
Can we truly take back a statement? If so, how? If not, why should we apologize for transgressions?  
What does it mean for communication to have the physical property of matter?  
What variables and unknown factors complicate communication? This can lead to a discussion related to gender, culture, specialization, etc.  
According to the text, when you communicate with one person, you're actually communicating with six; explain how this works. Do you agree?  
Are Wido's maxims correct or just satirical?  
Is it possible for someone to not communicate? Some communication scholars suggest that we "cannot not" communicate. Do students agree or disagree? Consensus?  
Which is more important when you first meet someone—what they are saying or how they say it? Why?  
This can lead back to the goals of communication.  
What are the formal rules in play in this class?  
What are the informal rules? How do you know the rules? Must break them.

**How do the messages we say to ourselves influence the messages we say to others?**

In today's world, where more intense language and images are displayed even on television, is profanity really taboo anymore? If yes, why? If no, why not?  
Do words have power? Why? Provide an example.  
How do these words make us feel? Is this magic? For an honors course, you might lead into Burke's discussion of Language and Magic.  
Do actions speak louder than words? Should they? Are there absolute meanings to nonverbal codes?  
Is a smile always a smile? Why?  
Given that we control our verbal codes to be "polite," shouldn't we be just as careful with our nonverbal codes, such as eye contact and vocal quality? Can we control nonverbal codes?  
Does being polite violate ethical codes? White lies?  
Why is it important to study listening?  
Which of the following statements is most accurate: "It is the speaker's responsibility to be interesting so that people will want to listen to his or her message," or, "It is the listener's responsibility to listen to a message regardless of how exciting it is or isn't."  
In adapting a message to an audience, should a speaker's primary interest be in effectiveness or outcome? Why? What is the difference?  
Do contemporary marketers, journalists, or politicians observe the ethical principles mentioned in this book?  
Are the ethical standards the book addresses too high? Why or why not?  
What ethical advice would you give to Jerry Springer, to the tobacco or alcohol industry, or to yourself?

**Why study interpersonal communication?**

Are there actually techniques we can learn to improve relationships? Does love at first sight really exist?  
Do you enjoy working in groups? What problems have you experienced in group work? Have you ever been involved in a group that became so ugly you couldn't get anything accomplished? Is a family a group or a team?  
How many of you have ever given a speech before? Is anxiety natural? Do even experienced speakers become nervous before a speech? Why?

## JOURNAL QUESTIONS

Instructors requiring journals should ask students to purchase a notebook or journal for the class. Many of the questions listed in the discussion area can be converted to journal questions so the ideas listed here are in no way meant to be exhaustive. As a suggestion, journal questions should be included in the syllabus with a schedule of when students should address each question. It is recommended that journals be collected at least three times during the semester.

1. Take a moment to reflect and write your personal definition of communication. How is it similar to or different from the definition in the book? Does it omit some areas of communication such as public speaking, mass communication, or technology? Based on your definition, what is not considered communication?
2. Reflect on your life goals. Specifically identify how the study of communication can enhance your future. Will interpersonal, small group, or public speaking have greater influence on your career, social life, or personal life? What specific things would you like to study in each area to help you achieve your goals?
3. Think about the three models of communication. Identify a situation where you recently experienced miscommunication and analyze how it happened. Be sure to analyze each of the elements—source, encoding, message, channel, receiver, decoding, feedback, noise, context, and rules. What caused the breakdown? Which model best explains what happened? How could you keep a similar miscommunication from occurring again?
4. Look at the five characteristics of communication. If you could change one of the characteristics, which would it be and why? How would this change the way people communicate?
5. Look at the five fundamental principles of communication identified by the author. Which of the five do you feel you need to work on the most? Consider each of the contextual levels: interpersonal, small group, and public speaking. Identify one principle in each area to which you need to pay particular attention.
6. When thinking about interpersonal, small group, and public speaking, which is more important: to accomplish your goals as a communicator or to follow the ethical standards addressed by the authors? If you had to bend the truth, omit an unpleasant idea, or out and out lie to accomplish a goal, would you do it? When is it acceptable to bend ethical standards?

## ACTIVITIES

*Any of the following activities can be used for first-day-of-class icebreakers.*

### Activity 1.1: Getting to Know You

The following icebreaker activity will take an entire class period. Begin by generating a list of questions you would ask someone upon first meeting. The following list is fairly typical:

Name  
Hometown  
Major/Minor  
Classification  
Occupation  
Romantic Relationship Status  
Siblings, pets, children, monsters

Identify students who already know someone in class and tell them that they cannot partner with the person they know. Allow students to partner together in dyads and tell them they have five minutes to



learn everything they can about each other. Also, tell them to put away pens, paper, and tape recorders. Time the interaction and at the end of five minutes, tell the “couples” to join another couple so that the dyads become quartets. Tell students they have five minutes to complete the exercise again. At the end of the time, check to see if the students know each other and then instruct them to stay with their group, but join another foursome so that quartets become octets. Give students another five minutes to learn all they can about each other. Ideally, you want to get two or three distinct groups and listen in periodically, paying attention to associating names with faces. After the final rotation, get the class into a large circle and ask, “Does everyone remember the first person you talked to? We will move to my left and as we come to the person you talked to, you need to introduce them to us.” Introductions will move around the circle; as they do, try to keep track of names. You may be surprised, but at the end of the session you may know everyone’s name. Following this you can joke about the idea that this was their first speech—they collected information on a defined topic, organized the information, and presented it to a group of people. This helps to reduce some anxiety issues.

### **Activity 1.2: Why don’t I believe you?**

This activity will take between 20 minutes and the entire class period.

Have students write three things about themselves, such as their favorite hobby, major, future career aspirations, on a sheet of paper. Of the three, tell students to make one a lie. Have students memorize their list and dispose of the sheet of paper. Ask students to get into groups of 4, but make sure that friends or students who know each other are not in the same group. Tell students to introduce themselves to the group and include the three statements. After all introductions have been made, ask the group members to discover which statement was false for each person. Tell them they should address what cues, if any, were given to indicate the lie. The point to be made is impression management and nonverbal leakage, not promoting lying.

### **Activity 1.3: I am like...**

The following may be used for a graded activity and will take the entire class period. Tell students that they will need to introduce themselves to the class, but rather than the standard name, major, and classification, students will have to incorporate four metaphors that best describe their personalities. They must choose one metaphor from each of the following—animal, vegetable, mineral, and thought. Introductions should be no more than two minutes and students should be given time to prepare.

### **Activity 1.4: Conversation Starters**

This activity will develop rapport among students through brief, fun, and safe one-on-one interactions. First, distribute a note card to every student. Ask the students to jot down three thought-provoking questions that will stimulate lively one-on-one discussions. Reassure students that their names will not be attached to their questions. As a group, brainstorm a few conversation starters to get students excited about writing their own questions. Some examples include:

- What famous person, living or dead, would you most like to have a conversation with?
- If you could persuade people to change one thing, what would it be?
- What is your greatest strength as a communicator? Your greatest opportunity for improvement?
- What languages would you like to learn to help you communicate with others?
- What famous person, living or dead, do you feel is an effective communicator?

After students have finished writing their questions, have them stand up and find a partner (if there is an odd number of students, you may wish to participate). Explain that you will read one of the conversation starters and students will have 1 minute to discuss the question with their partners. Explain that after 1 minute, you will ring a bell or switch the lights on and off; this is to signal students to find a new partner. Then you will read another conversation starter where the same process will be repeated until each student has had a discussion with every one of his or her peers. Debrief the activity by asking how students felt, what they learned about themselves and their peers, and how they can apply what they learned to the class and to the “real world.”

### **Activity 1.5: Who are you?**

As an ice-breaker, this activity takes 15-20 minutes and the resulting discussion take the remainder of the class period. Students form pairs and spend approximately 5-7 each interviewing their partners (total of 10-15 minutes). Pairs should be instructed to interview each other for about 5-7 minutes each, seeking information that their partner is willing to share with the class (year in college, major, hometown, etc.). At the completion of the brief interviews, pairs stand and take turns introduce their partners, saying their own name, then their partner's name (this helps to reinforce name recognition in the class), then providing the information their partner supplied. This technique is often a good way to encourage students to speak in class without the need to talk about themselves on the first day.

## **ASSIGNMENTS**

Assignments may be modified in a variety of ways to meet the individual style of instructors. As with the discussion and journal questions, assignments are designed to meet the stated objectives of each chapter.

### **Assignment 1.1: Communication Models**

This assignment is designed to help students:

1. Define communication.
2. Become aware of the complexities involved in communication.
3. Apply the variables of communication.
4. Distinguish between communication as action, interaction, and transaction.

On \_\_\_\_\_ all students will be asked to present a three minute explanation of their personal definition of communication. Students will be expected to present a model that incorporates the variables of communication presented in the text: source, encoding, message, channel, receiver, decoding, feedback, noise, context, and rules. Students are encouraged to consider other variables not mentioned in the text. To help focus the assignment, students may consider a specific kind of communication such as interpersonal, small group, public speaking, e-mail, chat-room, mail, telephone, television, etc. Models presented by students may be two-dimensional paintings, collages, drawings, and photographs, or three-dimensional with actual objects.

Presentations should address the following:

- ❖ Inspiration for the idea.
- ❖ Presentation of model.
- ❖ Explanation of model.
- ❖ Discussion of the strengths and weakness of the model.
- ❖ Whether the model illustrates the concept of communication as an action, interaction, transaction, or something else.

Presentations will be graded on uniqueness, creativity, and insight.

### **Assignment 1.2: Miscommunication Analysis**

The following assignment is designed to help students:

1. Identify a specific situation of miscommunication.
2. Apply the variables that make up the communication process.
3. Distinguish between communication as action, interaction, and transaction.
4. Troubleshoot a specific communication problem.
5. Identify ways of improving their communication strategies.

Reflect on a significant case of miscommunication you have experienced in the past two to three months. Write an analysis of the event and address how it could have been improved. The paper should be typed, double-spaced and range between two and three pages. Papers are expected to meet general standards of academic writing, but students should incorporate a first-person narrative style where appropriate. Because some of the information revealed by students may be quite personal, all responses will be kept in the strictest confidence. Address the following:

1. Briefly describe the miscommunication that took place. Using the ten variables of communication addressed in the book, specifically identify who was the source, what thought they tried to encode, whether it was the same as the actual message, what the message was, what channels were used, whether those channels were appropriate, who the receiver was, how they decoded the message, whether their decoded message was the same as the source's intent, what feedback was provided, and how noise, context, and rules affected the communication event.
2. How did the participants approach the communication situation? Did the participants view communication as action, interaction, or transaction? Why do you say this? Did this mindset have an effect on the outcome of the communication?
3. How did the participants use the five fundamental principles addressed in the text? Were participants aware of the communication setting? Did they approach the event with an ego-centric view point or other orientation? Did they carefully choose and interpret verbal and nonverbal messages? Did the participants take time to effectively listen to and respond thoughtfully to one another? Did the communicators effectively adapt their message to the other person? Did the adaptation meet the ethical standards addressed in the book?
4. Identify which variable or combination of variables convened to cause the communication breakdown. Why did you choose this variable as opposed to others? Which principle or principles of communication did the breakdown violate? Why do you say this?
5. In a final paragraph, assess the miscommunication and provide a solution that would prevent the problem from occurring again. Is the solution you proposed feasible? Why or why not? How could you implement the solution? State a plan with timetables and ways to measure your progress. Thinking about going on a diet doesn't cut it; you have to have a plan, timetable, and method of measurement to know when you're done with the celery and carrots.

### **Assignment 1.3: The Value of Communication**

This assignment is designed to help students:

1. Understand the pragmatic value of communication in life.
2. Recognize how others view communication.
3. Identify various characteristics of communication.
4. Apply the five principles of communication addressed in the book.
5. Develop and conduct an interview.

Students should identify a professional they can interview. The professional may be a current or former employer, doctor, counselor, clergyman, etc., but the professional should not be a professor or in any way connected to the university. Students' parents are equally off limits. Each student should conduct an interview with the chosen professional about the role and importance communication plays in their lives and the people they work with. Interviews should be well thought-out in advance and should last no more than thirty minutes. After collecting the information, students should write an analysis of their findings. The analysis should be typed, double-spaced, and range between three to five pages. The paper should include an introduction, body, and conclusion. Interview questions should be included in an appendix at the end of the paper.

In writing their analyses, students should be sure to use quotation marks to accurately identify specific quotations. Students are encouraged to use ideas from the text and other sources to help shape both the interview and the paper.

On a specific date, all students will be asked to present their findings in an informal presentation.

Papers will be graded on the following criteria:

- Choice of interview subject.
- Quality of interview questions.
- Quality of writing in both technique and interest.
- Incorporation of ideas from text and lecture.
- Depth and breadth of original insight.

#### **Assignment 1.4: Term Paper**

*(This assignment is most appropriate for an honors section although it may be modified for more generalized sections. Because the paper incorporates so many issues throughout the text, it is impossible to fully articulate the objectives it achieves.)*

This assignment is designed to help students:

1. Define effective communication.
2. Recognize communication techniques used in the “real” world.
3. Distinguish communication as action, interaction, and transaction.
4. Analyze several characteristics of communication.
5. Evaluate the ethical standards used in contemporary communication practices.

Students should choose a specific communication campaign. The campaign can be political, social, or marketing. Some examples would include the way Tylenol, Jack in the Box, Burger King, and various other companies have managed defective product information; promotion of a new product or personality such as MTV’s latest show, your favorite pop singer, or a new line of designer clothing; a specific political candidate running for office or apologizing for a transgression; or a campaign promoted by a specific social group, such as PETA, Greenpeace, or ACT UP. Students should write an analysis of the kind of communication employed by the entities they studied. Specifically, students should describe what the entity did, discuss what effect it had, evaluate the ethics of the campaign, and analyze whether or not the communication was effective as defined by the text.

The analysis must be typed, double spaced, and range between 10 and 15 pages. Students are expected to use a standard citation format such as APA or MLA. A minimum of five published sources will be expected. Students are also encouraged to consider using interviews of qualified sources. All papers will be due \_\_\_\_\_.

Papers will be evaluated on the following criteria:

- Complexity of communication problem chosen.
- Depth and breadth of research.
- Quality of writing, technique, and interest count.
- Incorporation of ideas from text and lecture in the paper.
- Depth of analysis.
- Insight of conclusions.

#### **Assignment 1.5: Communication at Work**

This assignment is designed to help students:

1. Understand the pragmatic value of communication in professional contexts.
2. Recognize how employers view the importance of effective communication abilities.
3. Identify various facets of communication.
4. Assess the practical importance of the five principles of communication addressed in the book.
5. Identify how communication is relevant to various work situations including interpersonal, small groups, and presentational.

First, students should identify ONE professional career they are interested in pursuing. Next, they should find at least ten job advertisements relevant to their selected profession (these can be for jobs anywhere in the world; however, they must be posted by different companies). Students might find the following job-search websites helpful: [www.monster.com](http://www.monster.com) and [www.hotjobs.com](http://www.hotjobs.com). Students might also have luck targeting specific companies and searching for jobs on their websites. They might also try searching job ads posted on the websites of relevant professional organizations.

Once students have found their 10 job ads, have them highlight all of the desired characteristics and qualifications that are related to communication. Students should then group these characteristics into 3 or 4 communication-related themes and describe the importance of each in a formal paper. The analysis should be typed, double-spaced, and range between three to five pages. The paper should include an introduction, body, and conclusion. Copies of the job advertisements should be included in an appendix at the end of the paper.

In writing their analyses, students should use quotation marks to accurately identify specific quotations. Students are encouraged to use ideas in the text and other sources to help shape the paper.

On \_\_\_\_\_ all students will be asked to present their findings in an informal presentation.

Papers will be graded on the following criteria:

- Exhaustiveness in searching for relevant job ads
- Quality of writing in both technique and interest.
- Incorporation of ideas from text and lecture.
- Depth and breadth of original insight.

## Student Information Form

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Classification \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

Occupation \_\_\_\_\_ Place of Employment \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Course Goal (What do you want to learn?) \_\_\_\_\_

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What other communication courses have you had? \_\_\_\_\_

---

List campus organizations with which you're involved. \_\_\_\_\_

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## Student Information Form

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Classification \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

Occupation \_\_\_\_\_ Place of Employment \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Course Goal (What do you want to learn?) \_\_\_\_\_

---

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What other communication courses have you had? \_\_\_\_\_

---

List campus organizations with which you're involved. \_\_\_\_\_

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## Speech Evaluation Form

Name \_\_\_\_\_

Time \_\_\_\_\_ Grade \_\_\_\_\_

Vocal Delivery

Physical Delivery

Clarity of Ideas

Organization

Interest

Vividness

Visual Aid

## Speech Evaluation Form

Name \_\_\_\_\_

Time \_\_\_\_\_ Grade \_\_\_\_\_

Vocal Delivery

Physical Delivery

Clarity of Ideas

Organization

Interest

Vividness

Visual Aid

## CHAPTER 2: Self-Awareness and Communication

### LEARNING OBJECTIVES

After studying this chapter, students will be able to:

1. Discuss the importance of self-awareness in the process of improving one's communication skills.
2. Define attitudes, beliefs, and values as they relate to self-concept development.
3. Describe the four factors and four characteristics of identity that affect the development of self-concept.
4. Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.
5. Explain the three stages of perception and why people differ in their perception of people and events.

### TEACHING OUTLINE

- I. Introduction
  - A. *Figure 2.1: Communication Principles for a Lifetime*
- II. Self-Awareness: How Well Do You Know Yourself?
  - A. Unconscious incompetence
  - B. Conscious incompetence
  - C. Conscious competence
  - D. Unconscious competence
- III. Self-Concept: Who Are You?
  - A. Self-Concept Components
    1. *Table 2.1: Self-Concept Components*
  - B. One or Many Selves?
    1. The Material Self
    2. *Box: Self-Concept from East and West*
    3. The Social Self
    4. The Spiritual Self
  - C. How the Self-Concept Develops
    1. Communication with Others
    2. Association with Groups
    3. Assumed Roles
    4. Self-Labels
- IV. Self-Esteem: What Is Your Value?
  - A. Gender
  - B. Social Comparisons
  - C. Self-Expectations
  - D. *Box: Got Low Self-Esteem? Get Facebook!*
  - E. Self-Fulfilling Prophecy
- V. Communication and the Enhancement of Self-Esteem
  - A. *Box: Can You Have TOO Much Self-Esteem?*
  - B. Engage in Positive Self-Talk
  - C. Visualize
  - D. Reframe
  - E. Develop Honest Relationships
  - F. Surround Yourself with Positive People
  - G. Lose Your Baggage
- VI. The Perception Process



- A. Stage One: Attention and Selection
- B. Stage Two: Organization
- C. *Figure 2.2: What Do You See?*
- D. Stage Three: Interpretation
- E. When Perceptions Vary
- VII. Communicate to Enhance Your Powers of Perception
  - A. Increase Your Awareness
  - B. Avoid Stereotypes
  - C. Check Your Perceptions
    - 1. Indirect perception checking
    - 2. Direct perception checking

### CLASS DISCUSSION QUESTION SETS

#### **What does self-awareness really mean?**

Can a person truly be self-aware?

What are you thinking right now?

Is it possible to be too self-aware? This can lead to a discussion of paranoia and finding a happy balance.

**Compare Maslow's idea of awareness to skills acquisition**—learning to eat, tie shoes, playing a musical instrument, typing. Create a matrix with competent/incompetent at the top and conscious/unconscious on the sides. Talk about various communication skills and have students chart, on their own, where they may fall—listening, conflict resolution, public speaking, small group communication, interpersonal communication, etc. See form 2.1.

#### **Ask students to write down answers to the following questions:**

Who are you?

What five things are you are proudest of?

What five things do you do best?

List five things in which you believe.

Are you merely the sum of the things you do?

What else should be included in self? Why?

#### **When we talk about self, is there one or many?**

If we have many selves, does that mean we are false?

When is it unethical to present different selves?

Have students divide a sheet of paper into a 3 by 2 matrix. Divide the paper in two and at the top label one side "Current Self," and label the other side "Ideal Self."

Divide the length of the paper into three sections, Material self, social self, spiritual self. Then specify several things under each category such as, "The car I drive," "The computer I own," "The home I live in," etc. Let students complete the form and lead a discussion on the role of expectations and self-esteem.

#### **What does Cooley mean when he says that we form our self-concept by seeing ourselves in a figurative looking glass?**

What is our looking glass?

Who do we listen to? Should we listen to them all?

#### **What groups are important to us?**

If you join a group does that mean you are automatically like the members in the group?

Relate this to college groups like fraternities, sororities, honor societies, social groups and cliques, and gangs.

How does peer pressure work on adults?

**What roles do you assume?**

What do they say about you?

How does a violation of gender roles affect our self-concept?

Have students write a list of things that define women's role in our culture, and another that defines men's role in our culture. Open a discussion to see what stereotypes emerge and how roles may be changing.

**Where do we get self-labels?**

What roles do family, peer groups, etc., have on the labels we accept?

Can labels have a positive effect? Explain. How are they negative?

What does your text mean by "self-reflexiveness"?

Is it healthy to "talk to ourselves"?

**According to Stewart, what are the four characteristics of identity?**

What does Stewart mean when he says that identities are multidimensional and changing?

Give an example of how identities are responsive to others.

How are identities developed in past and present relationships?

Describe a situation in which identities can be avowed and ascribed.

**What is the difference between self-concept and self-esteem?**

**Why do self-image and self-esteem fluctuate whereas self-concept is relatively enduring?**

What things can affect your self-esteem?

Do you think most Americans have a high sense of self or low? Why?

What is the outcome of this? Can lead to a discussion of compensation strategies related to addictive behaviors, co-dependent relationships, fringe group affiliation, and self-mortifying acts such as scarring, bulimia, and suicide.

**What factors affect our self-esteem?**

**Does our society support women?**

What role does the media play in shaping self-esteem for genders?

What about computer games?

Do you see any changes or trends emerging? Explain.

What pressures do you see affecting men? Are these changing?

What happens when a person rejects their gender role by adopting a bi-sexual or gay lifestyle?

Your text argues that athletics is one reason men experience a slide rather than a free fall. Do you agree? Explain. Be open to the bench warmer story.

**Who are your heroes?**

Why do you admire these people?

Should we compare ourselves to others?

What does your book mean when it says we should set realistic comparisons?

Can you provide some examples?

**Are goals good or bad?**

Where do we get our goals?

As Americans, do we emphasize the process or the product? Is this healthy?

Is it realistic to set the goal of receiving all A's in a given semester? Why or why not?

What are realistic goals?

**Can you determine your own future?**

Do self-fulfilling prophecies stem from or create our self-esteem?

In an honors section, you might introduce Heidegger's idea of hermeneutic circles. This can also be done under the rubric of perception and its role in self-concept.

How do we develop self-fulfilling prophecies?

What is the relationship between gender, social comparisons, self-expectations, and self-fulfilling prophecies?

**How do we psyche ourselves up or out of a situation?**

**What messages do you send yourself?**

Are we our own best friends or worst critics? Why?

What are we measuring ourselves against?

How can we change the messages?

**Does imagination/visualization work?**

To be effective, should we focus on the process or the outcome? How can you do this?

**What is reframing?**

Can you give an example?

Is it beneficial or rationalization?

The authors state that a single anything—letter grade, relationship, negative evaluation, or mistake in a football game—doesn't have that much of an effect on our whole lives. Do you agree? Why?

Is life a sprint or a marathon?

**How do we come to know what we know?**

**When we select stimuli to focus on, is this beneficial or detrimental?**

Why do you say this?

Can we be too focused on a specific stimulus? This might lead to a discussion of selective attention.

Why do we focus on some things and not others? (Ability and interests.)

If you're hungry, really hungry, what stimuli becomes your focus? (Needs and expectations.)

**How does the organization process specifically effect communication?**

Have you ever been stereotyped? Rule of Simplicity. Explain.

How does the idea of reputation affect our current and future perceptions of others? (Rule of pattern.)

Have you ever been guilty by association? (Rule of proximity.)

What do we think about beautiful people? (Halo, Pollyanna effect/rule of good form.)

**Recall meeting someone who turned out completely different from your initial perception.**

What cues did you pay attention to? Explain.

Are our initial perceptions always accurate with regards to others? Why do you say this?

If our perceptions of others are often inaccurate, what about our perceptions of self?

Does our self-esteem affect the way we see the world, or do our perceptions affect the way we see ourselves? (Again, the idea of hermeneutic circles can be introduced here.)

**How can we improve our perceptual accuracy?**

What role does self-awareness play in perception?

How do you distinguish self-reflexiveness and self-awareness?

Why is listening so important to this stage?

How does the selection of stimuli help or hurt your self-awareness of an event?

The book suggests that if you don't like the responses you receive from others you should be willing to change YOUR behavior, not theirs. Do you agree? Why?

Can we really change someone who doesn't want to change?

**What are stereotypes?**

How can they be beneficial? How can they be detrimental?

What are some stereotypes prevalent in and about college? Create a list of these on the board and explore the connotative dimension of each. Ask students to categorize themselves. If complete, students won't be able to do this as they will object to all the stereotypes.

How can we overcome stereotypes?

How can you check and verify your perceptions?

Is it ethical to check your perception of an event that may get someone into trouble with an authority figure (parent, teacher, supervisor, etc.)?

When does perception checking become gossip?

When should you use indirect perception checking as opposed to direct methods?

Since what we perceive is often based on our expectations, are indirect methods of perception checking accurate?

If we anticipate the worst, will we see the worst?

### **JOURNAL QUESTIONS**

While the questions generated in the discussion section were designed to create safe topics that students could talk about in a public arena, the journal questions are directed to a much more personal level. Instructors should create a climate of trust or students will not respond openly to these questions. It is therefore important for instructors to assure students of their privacy and avoid reacting too strongly to some information that students may write. Should you find something a student writes to be disturbing, it is your responsibility to direct students to counseling services or medical professionals.

1. Set an alarm clock for five minutes. Try to meditate for the full five minutes keeping your mind blank. Have a note pad and a pen by your side and write down any random thoughts that enter your mind. You may also use a tape recorder if it makes the process simpler. Do not censor yourself and record any and all thoughts. At the end of five minutes, look at your list and see if there are any items that have been repeated. Write a journal entry to discuss your findings. What did you discover? What do these items mean to you? Were you aware of these random thoughts occurring?
2. Take some time and write a gratitude list. Write 200 things that you are thankful for in your life. Don't skimp and don't feel like you have to explain. Just simply list the item. (Because of the number involved, students will tap all three dimensions: beliefs, attitudes, and values.)
3. Reflect upon your three selves: material, social, and spiritual. Write a journal entry that defines who you are in each dimension. In a final section, discuss whether you are satisfied with each of these selves and why or why not.
4. Reflect upon the kinds of communication and interaction you have had with others and groups, the roles you have assumed, and the labels you use to describe yourself. How have these shaped your sense of self? In other words, what do you see in your looking glass?
5. Review Stewart's four characteristics of the self or one's identity, specifically ascribed identity. Write a journal entry that illustrates a time when an ascribed identity was assigned to you by others but with which you did not agree. Explain why you disagreed. Did you try to change the ascribed identity? If no, explain why. If yes, explain why as well as the actions you took to negotiate a revised identity.
6. Do you like the image in your looking glass? Take some time to honestly evaluate yourself. For every negative statement you find, be sure to include a positive statement as well. It may be helpful for you to reflect back on your gratitude list as you complete this.
7. Choose one of the elements identified by the authors: gender, social comparisons, self-expectations, or self-fulfilling prophecies. Which of these has the greatest impact on your self-esteem today? Is the impact positive or negative? What can you do to enhance or change this element?
8. Think about an upcoming event that has you somewhat nervous; it may be a date, job interview, exam, public performance, or travel aboard an airplane. Begin writing about the process. Imagine yourself in the situation and describe in detail what you will do step-by-step. After the event is over, write a second journal entry describing how visualization and self-talk worked or did not work in your situation.
9. Think about a particularly embarrassing or disappointing event that has happened to you in the past. Describe the event in detail and your current feelings about it. In a second section, try to reframe the event. Place it in a new perspective. Does this help you in dealing with the situation?

10. Find a quiet moment in a public place such as a mall, student center, or park. Watch people and try to write your interpretation of what they may be doing. What physical stimuli do you choose to focus on? Do you notice a certain consistency in your selection? In other words, do you tend to focus on women, men, children, elderly, middle-aged, young adults, Hispanics, African Americans, Asians, or Anglos? Do you recognize a pattern or is your attention drawn to random events? What conclusions can you draw about your perceptual process?
11. In an upcoming conversation with a friend, professor, family member, or supervisor or colleague, use the process of indirect perception checking. You will have to find a situation where you feel like an underlying message is being sent. Monitor yourself as you do this and think about what cues you pay attention to—eye contact, vocal quality, posture, gestures, the presence or absence of touching behavior. Following this, use the direct perception checking method and ask the person in question what may be going on. You will have to be careful in the way you do this as it could turn into a confrontational setting. Consequently, use some of the following phrases to help. “Is there something wrong?” “I’m sensing you’re a bit down, can you tell me about it?” “So does this mean you want to be more than friends?” Write a journal entry as to the outcome. Were your initial impressions accurate or inaccurate? How did your partner respond to the direct question? Which method was more accurate, indirect or direct? Which made you feel more comfortable, direct or indirect? Why?

## **ACTIVITIES**

In the following activities there are several places where small response papers may prove beneficial to students. In addition, instructors who wish to enhance the interpersonal units and de-emphasize the public speaking component may find these ideas in an expanded form to be quite helpful.

### **Activity 2.1: What Are You Thinking?**

Take a bell or other noise maker to class on a particular day that you will lecture. Tell students to take out a clean sheet of paper and place it to the side of their notes. Inform students that periodically throughout the class you will ring the bell and whenever they hear it they are to write down the thought that is currently in their minds on the torn sheet of paper. Explicitly tell them not to censor themselves. If they are thinking of a negative statement about the class, they are to write it down. If they are thinking about food, sleep, or sex, they should record it. Then periodically throughout the class, ring the bell. To be effective, the bell should sound at least ten times, but no more than fifteen times randomly so that students do not anticipate the bell or detect a pattern as to when it will sound. Do not ring the bell during pauses while students are writing class notes as this may startle them. Rather, try to interrupt yourself mid-sentence, following a joke, or in the middle of a student’s question or comment. Following this, ask students to write the following response paper.

This assignment is designed to achieve the following objectives:

To make students aware of themselves.

To help students identify salient beliefs, attitudes and values.

To help students distinguish between self-concept, self-image, self-esteem, and self-worth.

To recognize how the process of perception affects our intrapersonal communication.

### **Activity 2.2: Current vs. Ideal Self**

The “Current Self vs. Ideal Self Form” may be used as a class activity or the topic of a response paper. Have students complete this form. After completing the form, either lead a discussion about expectations and self-esteem, or have students complete a response paper.

Use the “We Are What We Perceive Form” to explain how hermeneutic circles can be used to explore self-perception.

Use the chart titled, “Maslow’s Matrix of Self-Awareness” to help students compare the idea of self-awareness to skills acquisition. Explain that, for example, basic skills, such as a child learning to eat or tie his shoes, can be used as a starting point which then leads to more advanced skills like playing an instrument or typing. Talk about various communication skills, such as listening, self-reflexiveness, perception checking, rules acquisition, or more contextual skills related to conflict management, agenda setting, or public speaking. Ask students to chart their current and desired abilities.

### **Activity 2.3: Do You See What I See?**

The following activity will take between 10 minutes to an entire class period. For the shorter version, only use two to three examples. For a full class period, allow all students a chance to participate.

Pair students together in dyads (a single triad may be appropriate if there is an odd number in the room). Give each couple a suggestion from the list below. Each of the scenarios has been designed to allow different interpretations. Also, the genders have been left ambiguous so that students will need to determine the genders of the participants. Tell students that they are to act out their scenario without the use of words. They may use as much of the room as necessary, however they are to pantomime all props. Also, tell students to make the scenes realistic — you may need to allow the use of extreme gestures. Following each scenario ask the observing students to write their interpretation of the scene. When all scenes are complete, lead a directed discussion of each scene. For each scene, ask for students’ interpretations. Following this, ask the students who performed the scene what they were supposed to be doing. Talk about the accuracy or inaccuracy of interpretations and what cues students may have selected. Following this, ask the performers why or how they chose to play the genders they did. Lead this back to a discussion of gender roles, self-concept, self-image, and self-esteem. Note: This exercise may also be used in the non-verbal section.

A bank customer attempts to withdraw money from a bank, and is informed by the teller that he/she is overdrawn.

Two people are enjoying a friendly conversation when one notices his/her date at the door, makes excuses, and leaves.

Two same-gender siblings who haven’t seen each other in two years meet affectionately.

A supervisor listens to a subordinate’s suggestion for solving a problem. After listening, the supervisor agrees with the idea and leaves.

A man and a woman who have known each other for a while are flirting. One whispers, “I love you,” to the other and the other walks away.

A pet owner is told by a veterinarian their pet is too sick to be treated and must be put down.

Two friends engage in a heated political debate. At one point, one holds a hand up to the other and walks away.

A professor is seated at a desk. A student approaches, asks a question, and leaves.

A parent comforts a child who has had a bad experience.

Two best friends say goodbye after graduating from college.

A subordinate is called into a supervisor’s office and is informed of a promotion.

A police officer gives directions to a tourist.

A co-worker is confronted about spreading gossip.

### **Activity 2.4: Hidden in This Picture**

This activity will help students create a visual picture of how they see themselves. On the day of the activity, have students bring in copies of at least three of their favorite magazines. Distribute a sheet of 11x17 paper, a pair of scissors, and a glue stick or roll of tape to each student. Tell the students to cut out the pictures in the magazines and paste them to the sheet of paper to create collages that represent how they see themselves. Avoid providing too many details so students can interpret the activity for themselves. Give students about 20 minutes to complete this activity. Upon completion, have students work in groups of three to explain the messages hidden in their collages. Reassure students that they can reveal as much or little to their peers about the pictures that they selected.

**Activity 2.5: What Am I Doing?**

According to the textbook, self-reflexiveness is the human ability to think about what we're doing while we're doing it. In a future conversation with a friend, fellow student, or family members, take mental notes about what you are doing while you are communicating in this conversation. As soon as the conversation ends, write notes about what you were doing DURING that conversation. How aware were you of your activities? To what extent did focusing on your actions enhance or impede your communication ability during the conversation? Which of the actions you engaged in do you think are typical actions for most of your other conversations? Why did you arrive at this conclusion?

**ASSIGNMENTS**

Assignments may be modified in a variety of ways to meet the individual style of instructors. As with the discussion and journal questions, assignments are designed to meet the stated objectives of each chapter.

**Assignment 2.1: What Are You Thinking** (*Learning Objectives: 1, 2, 6, 9, and 10*)

Refer to Activity 5. In a typed and double spaced paper two to three page paper, respond to the exercise done in class today. Look at your list and identify thoughts you experienced during class. What patterns do you see emerging? Were you aware of these thoughts before class?

In a second paragraph, try to categorize the random thoughts into three categories: beliefs, attitudes, and values. Where do the majority of your thoughts fall?

In a third paragraph, analyze what the thoughts mean. If you see that you've written the same thing three or four times, do you have a need that is currently unfulfilled, a problem or project of particular interest, or are you obsessed with some issue? In other words, try to see if you can come to a conclusion as to why you were thinking these things and what they may be telling you.

In a final paragraph, describe your feelings about the ideas. Do you feel satisfied, embarrassed, guilty, happy or something else about your findings? Why? What does this inform you about your current state of self-esteem?

ALL STUDENT RESPONSES WILL BE KEPT IN THE STRICTEST CONFIDENCE. Do not censor or downplay thoughts as you will not discover anything about yourself. In completing this, recall Socrates admonition, "The unexamined life is not worth living."

**Assignment 2.2: Comparing Selves** (*Learning Objectives: 1, 2, 3, 4, 5, 6, and 7*)

Upon completing this assignment students will be able to:

- Develop an awareness of self.
- Identify some of their attitudes, beliefs, and values.
- Distinguish between their material, social, and spiritual selves.
- Distinguish between self-concept, self-image, self-esteem, and self-worth.
- Understand how social comparison, self-expectation, and self-fulfilling prophecies affect self-esteem.
- Modify their wish lists.

After completing the form titled, "Current Self vs. the Ideal Self," write a response paper to address the following issues. The paper must be typed, double spaced, and range between two to three pages.

Describe your current material self, social self, and spiritual self as described by the form. Were you surprised by any of your answers? Why? In a second paragraph, describe your ideal self. Were you surprised by any of these answers? Why or why not?

Looking at your ideal selves, why do you want the things you say you do? Where did you get these ideals? As an example, if you want a Mercedes, did you decide this was important, or did others around you help to shape this image? How important is it to you to impress others with your material, social, or spiritual self? Which self is most important to you right now?

Compare your current selves with your ideal selves. How similar or different are the two lists? Rank the three most important items that are similar. Rank the three most important items that are dissimilar. How important is it to you to achieve these things? Why?

Are your expectations achievable? How? What might you have to sacrifice to achieve your goals? Would this affect one of the other selves? Explain.

How do you feel about the lists? Do you feel satisfied with the similarity of the lists or frustrated with the differences? How does this affect your self-esteem? Why do you say this?

In a final, paragraph, look at your list again and identify any items you would like to change. How would this change benefit your self-concept? How would it affect your feelings of self-worth? Is it better for our current selves to be similar to our ideal selves or do you think it is better for there to be distance between the two? Explain.

All responses will be held in the strictest confidence. Please be as honest in your answers as possible as this will render the most valuable information for you to consider.



## Current Self vs. Ideal Self Form

	What I Have	What I Want
<b>Material:</b> My Car My Clothes My Home My Furniture My Job My Body My Face My Hair		
<b>Social:</b> Popularity Friends Romance Family Closeness Mother Father Sibling Children		
<b>Spiritual:</b> Contentment Joy Religiosity Stress Harmony Sense of Purpose		

## Maslow's Matrix of Self-Awareness Form

	Unconscious	Conscious
Incompetent		
Competent		

## We Are What We Perceive Form

