

CHAPTER 1

Interpersonal Process

What Is Interpersonal Communication?

Approximate time: 30 minutes

Purpose

To familiarize students with the definition of interpersonal communication around which *Interplay* is structured.

Procedures

1. After students have a chance to read chapter 1, divide the class into groups of four to five people.
2. Assign each group one of the following situations. Each group should decide if interpersonal communication has occurred in their assigned situation. (Where would they place it on a scale of one [interpersonal] to seven [impersonal]?)
3. If the group decides that the situation is impersonal, how might it be made more interpersonal? The group should be able to justify its decision. Encourage the group to attempt to reach a consensus, rather than merely vote. Allow about ten minutes for this process.

Situation #1:

While she is waiting in line at the supermarket check-out counter, a woman who is in line behind Maria comments, “Your coat looks really warm. It must be nice and cozy on these cold winter days.” Maria says, “Yes, it is, thank you.” Before she moves up to the clerk, Maria chats with the woman about where she got the coat and how much she has used it.

Situation #2:

Ellen and Kendrick have known each other on a surface level for a couple of years. They meet at a party and strike up a conversation about a mutual friend Kendrick would like to date. During the course of the conversation, Ellen comments, “I know your type. You think you can use my personal credibility with Sharon.”

Situation #3:

“Chandra, you know we promised each other on the night that we met that we’d always be honest no matter what. Now you can tell me what has happened.”

Situation #4:

A student visits a professor to discuss an exam grade, and before leaving they discover that they both grew up in northern Manitoba. For several minutes, they recollect about the cold winters there.

Situation #5:

Jim is functioning as host for his organization’s fundraising campaign dinner. He greets each member as they arrive, offers to take their coat and hat, and directs them to the bar and hors d’oeuvres trays.

4. Meet again in the large class group. Have a member from each group present its decision and rationale on whether their situation fulfilled the conditions of a definition of interpersonal communication. Invite members of other groups to raise issues and indicate the extent that they agree or disagree with the presenting group's decision and rationale.
5. Review the essential components of a qualitative view of interpersonal communication, with specific reference to the conversation that occurred.

Principles Illustrated

1. Interpersonal interaction is characterized by individual regard.
2. Interpersonal relationships are characterized by uniqueness, irreplaceability, interdependence, disclosure of personal information, and intrinsic rewards.

The Communication Blitz

An Introductory Exercise about the Phenomenon of Communication

(An exercise developed by Carol Z. Dolphin, University of Wisconsin—Waukesha)

Approximate time: 30 minutes

Purpose

To emphasize various channels and modes of communication, as well as its pervasive nature in our society today.

Procedures

1. When students enter the classroom for their class meeting, they find the desks arranged in a circle (if possible). They are placed fairly close together with enough seats for each registered student and the instructor. (A few extras may be warranted if it is the first day of class.) Prior to the students entering, place the following on each desk: a sheet of paper to use as a name card, a brightly coloured index card, a copy of a brief “Interpersonal Communication Quiz” (this could be the Communication Principles Survey at the end of this section, or it could be based on the Communication Misconceptions that appear in chapter 1), and a piece of wrapped candy. There are also magic markers placed on a few of the desks.
2. When the session begins and before taking attendance, tell the students to be sure to pay close attention to what is going on around them, to what they are doing, to what is being said, and to their affective responses.
3. Before beginning attendance, tell students that while you are taking attendance, they should share the magic markers and write their first names on the paper, which they will then hang over the fronts of their desks to use as name cards for the first few weeks. Also, ask them to include the following information on the index card: name, address, phone number, previous communication courses, and major. (You might want to write your own information on a transparency and place it on the overhead projector as well.) Finally, they should complete the quiz. The candy may be opened and eaten at any time. Begin playing some classical music in the background.
4. After each few names have been called, add cumulative communication stimuli:
 - a. Pass around a number of objects that have varying textures (a plush stuffed toy, a piece of sandpaper or emery board, a brass weight, a piece of silk, perhaps a hot or cold pack, etc.). Tell students to touch each object long enough to feel the texture/temperature and to notice a distinguishing feature about each object.
 - b. Turn off the lights in the room and do something to add the element of smell, such as a lightly scented room spray. You could also pass around hand lotion which the students may choose to use.
 - c. Turn on a radio with popular music. This should be music which is readily familiar to the majority of the students. Turn on the lights again.
 - d. Add the element of a video. Your choice might vary according to the nature of the class. A Chaplin silent movie (one that they will recognize somewhat but without the distraction of additional sound) is a good choice. A foreign language film—using the most common second language of the class members (i.e., those with facility in that language would pay more attention than those not familiar with it)—is another good choice.
5. When this has gone on “long enough” (you’ll be able to tell by the non-verbals of the students), ask students to write about the following:

- a. Describe what just happened. Use only sense data (facts). List all of the things you were aware of. Star the ones you heard and circle the ones you listened to. Again, limiting your observations to sense data, what did you notice about the behaviour of others?
 - b. Describe your own behaviour and your feelings.
6. Divide the students into small groups of about five members each. In the small groups, ask them to share their written reactions and discuss the exercise:
- a. Did you recall different parts of the exercise than other members of the group? Why do you think this happened?
 - b. Why did you remember what you did and neglect to remember other things?
 - c. Was this a difficult situation?
 - d. Based upon your discussion, create three general “rules” (principles) of communication.

Principles Illustrated

1. Communication takes many forms.
2. Communication is always taking place; we cannot not communicate.
3. All communication comes to us via the channels of our senses.
4. We cannot attend to all of the communication which takes place around us.
5. Different people attend to different stimuli for a variety of reasons.
6. Our ability to attend effectively may be influenced by our affective responses.
7. Although we may all receive the same sensory stimuli, it possible to interpret the stimuli in a variety of ways.

Communication Misconceptions

Approximate time: 30 minutes

Purpose

To familiarize students with communication principles and misconceptions and provide a simple, non-threatening task for groups early in the semester.

Procedures

1. Type the following misconceptions about communication on an index card—one misconception per card.
 - a. Communication will solve all our problems.
 - b. We need more communication.
 - c. Communication can break down.
 - d. The more we communicate, the better.
 - e. Words have meaning.
 - f. Communication is a verbal process.
 - g. All communication is intentional.
 - h. Telling is communicating.
 - i. Communication is a natural human ability.
 - j. Feelings should be communicated spontaneously, not bottled up.
 - k. People communicate in order to be understood.
2. Divide the class into groups of four and give each group two different index cards with misconceptions printed on them. (This is assuming a class of 20–25 people. A good way to get interaction later is to make sure that at least one of every group’s misconceptions is duplicated in another group.)
3. Do not tell the class that the statements are misconceptions but that these are statements frequently made about communication, and that they have about ten minutes to agree on a position relative to the statement. They should attempt to reach a consensus, rather than use majority vote. Of course, those who have read chapter 1 may recognize the statements, but, interestingly, some wavering usually occurs as a result of a conflict between the textbook and students’ “common sense” view of communication as impacted by peer pressure.
4. After ten minutes, bring the groups back together. Let each group present its “consensus.” Ask questions and try to get each member to speak. Encourage members of other groups to refute the conclusions of the group reporting. (Discussions can become rather lively, if a group which had the same statement disagrees with the conclusions of the first group called upon.) Write each statement and the group’s consensus on the board, but do not comment on the validity of its conclusions until all groups have reported.
5. After all groups have reported, point out that those who study communication say that all the statements are false, and lead the class in a discussion of why this might be said. Provide an alternative to each statement similar to these:
 - a. Communication may create or help solve problems.
 - b. Quality of communication is more important than quantity.
 - c. One cannot not communicate.
 - d. Communication is a tool. It has no moral quality.
 - e. Meanings are in people.
 - f. Communication is both verbal and non-verbal.
 - g. Communication is both intentional and unintentional.

- h. Saying something is not the same as communicating it.
- i. Communication is learned.
- j. Feelings need to be shared appropriately.
- k. Some communication does not seek understanding.

What are the Elements of Communication?

Approximate time: 60–90 minutes (depending on size of class)

Purpose

To familiarize students with the elements that influence communication.

Procedures

1. Ask students to take five minutes to think of two communication experiences they had with one other person, where one was a positive communication experience and the other was a negative or challenging communication experience. Then have students break up into groups of 4 or 5 students and take 40 minutes to share with each other.
 - a. Each student is to briefly (5 min. each) describe their two communication experiences.
 - b. Discuss what were some of the factors and elements that made it a positive or negative/challenging experience, and discuss how these elements influenced and impacted the communication exchange.
 - c. Using a T-Chart, generate a list of factors identified as enabling or inhibiting communication based on these conversations.
 - d. Have a spokesperson from each group report their findings back to the class.
2. The instructor or T.A. will write on the board each of the elements reported by the groups and facilitate a class discussion.

Principles Illustrated

1. Demonstrate how the communication model applies to the student's interpersonal communication.
2. Identify situations in which one communicates competently and those in which one's competence is less than satisfactory.
3. Help students develop a better understanding of the complexity and variables that influence communication.

Reflection Activity—Rate Your Communication Competency

Approximate time: 60 minutes

Purpose

To have students evaluate their competency skills in communication.

Procedures

1. Provide students 15 minutes to create a list of criteria for effective communication skills, using a scale of 1 to 10 (1 being “I need lots of work” and 10 being “Excellent”).
2. Ask students to exchange their criteria with another student, who is then asked to use them to rate their own communication skills and provide examples.
3. Individuals will then discuss their responses and the criteria with their partner to answer the question: “What are some of the skills in your communication that you see as strengths, and which are those that you see as challenges and would like to improve?”
4. Lead a class discussion using some of the following prompts:
 - a. Explain your criteria.
 - b. How easy was it to rate your skills as a communicator?
 - c. Did you have any insights about yourself as a communicator doing this exercise?
 - d. What were some of the communication skills that you identified?
 - e. Are there any situations that stand out for you where you find you are more confident or less confident as a communicator?

Principles Illustrated

1. What is communication competency?
2. What are the characteristics of communication competency?

Welcome to Your New Culture

(Developed by Carol Z. Dolphin, University of Wisconsin—Waukesha, based on an exercise by Scott Johnson, Ithaca College)

Approximate time to make assignment: 60–75 minutes

Purpose

To simulate for students the effect of being introduced to a culture different from one's own and to experience the effect of culture on spontaneous interaction and problem solving.

NOTE: This exercise is especially effective in situations where a class—and even a campus community—is very homogenous and where students have had little experience in interacting with individuals from other cultures.

Procedures

1. Divide the class into three groups, with at least six members in each group. Label each group either Group A, Group B, or Group C.
2. Distribute one of the three “Culture Information Sheets” to each of the three groups. Ask every student to familiarize themselves with the characteristics of their new culture and the problem facing their community. Remind them not to share this data with members of other groups (cultures).
3. In their new culture groups, give students about fifteen minutes to discuss the following:
 - What is the unique manner your new culture uses to greet others?
 - What are the criteria of leadership acceptable to your new culture? (Note that leaders do not have to be from your culture group.)
 - What is your group's position on the problem given on the Culture Information Sheet?
4. Divide the students into new groups, with at least two to three representatives from each culture.
5. Provide students with the following directions for these mixed culture groups:
 - Discuss ways in which you can work together to help alleviate the environmental problem each of you face without violating any of your cultural norms. Each of your three countries is facing environmental catastrophe associated with food production, with a very real prospect of famine. Culture A is in the wealthiest position with a good supply of wheat and grains—but little in the way of other crops. Culture B is producing adequate vegetable crops but faces a grain shortage. Culture C is in the worst shape, producing barely enough crops to stay alive. They are the only culture, however, to have any dairy products—but do not have a surplus. Always keeping your culture in mind, determine the outline of a plan. (You must come to consensus—if this is possible.)
 - Select a leader for your multicultural group that is acceptable to your culture to present your solution.
 - Be sure to remember the characteristics and behaviours of your own culture while working with this new group.

After the exercise has been completed:

- Tell students to return to their original culture groups and to take a few minutes to share as many characteristics of the other two cultures as they have been able to identify.
- Ask them to share the most frustrating experience during the exercise.

- Lead a group discussion with the class, using the following prompts:
 - What challenges did your group face when selecting a leader of your group? On what basis was the leader chosen?
 - What plan did you come up with? (leader should report)
 - How did cultural differences help/hinder communication and decision making?
 - What was your most frustrating moment?
 - What was the impact of the subcultures on the communication process?
 - What techniques might assist communication with new groups?
 - What similarities do these groups have with the real world?
 - Now—do you agree or disagree that cultural differences should be ignored?

Information Sheet for Culture A

It is difficult to simulate what it is like to interact in a different culture. This exercise will place you in a culture which is unlike our own and unlike most of the other members in your group to resolve a shared problem. The goal is to reach an agreement with the other cultural groups. None of the negotiations or concessions can violate your cultural values. Before you begin, you must:

- a. Familiarize yourself with the characteristics of your particular culture.
- b. Understand the problem facing your community.
- c. Decide what your group hopes to achieve from a negotiated agreement.

As a part of your new culture...

You will always wear only one shoe. If you are a male, you will wear your right shoe; if you are a female, you will wear your left shoe. The fact that others in your culture wear only one shoe gives you a special bond. If you like someone who is not a member of your culture, you may try to get him/her to also remove the appropriate shoe. (To remove the incorrect shoe exposes one to ridicule.)

You believe that it is essential to be a good listener. When others are speaking to you (and when you are speaking to them), you maintain eye contact and react with your voice and body.

When you speak, you try to include everyone; however, you do not answer questions directly—and only if they are preceded by “please.” (It is perfectly acceptable to hint to the questioner that some indication of courtesy is needed before you will respond.)

In terms of power, you believe that men are superior. Any man in your group should automatically be the leader, no matter how young or incompetent.

You prefer to conduct your transactions while seated in chairs in a circle, with the leader of the group at the focal point. People only sit on the floor when they are feeling ill.

You believe that laughter is critical in dealing with others. When you agree with someone, you respond with laughter to show your support. You nearly always laugh when someone of your own culture speaks.

You consider children the most important thing in your society. All members should be willing to share in order to be sure that children are safe and properly cared for.

You are a member of a collectivist society. You believe that working together is essential. You succeed or fail as a group—not individually.

You will be meeting members from other communities to come to a negotiated solution to the following problem.

The three countries in which you live are on the verge of suffering an intercultural crisis due to problems with the environment. This is particularly critical in the area of food production, where you face a potential famine. Culture A is in the wealthiest position with a good supply of wheat and grains—but little in the way of other crops. Culture B is producing adequate vegetable crops but faces a grain shortage. Culture C is in the worst shape, producing barely enough crops to stay alive. They are the only culture, however, to have any dairy products—but do not have a surplus.

Representatives of the three cultures have to reach consensus on a solution to this problem. The solution will be presented by a leader acceptable to all representatives.

DO NOT SHARE THE INFORMATION ON THIS SHEET!

Information Sheet for Culture B

It is difficult to simulate what it is like to interact in a different culture. This exercise will place you in a culture which is unlike our own and unlike most of the other members in your group to resolve a shared problem. The goal is to reach an agreement with the other cultural groups. None of the negotiations or concessions can violate your cultural values. Before you begin, you must:

- a. Familiarize yourself with the characteristics of your particular culture.
- b. Understand the problem facing your community.
- c. Decide what your group hopes to achieve from a negotiated agreement.

As a part of your new culture...

You will always wear a paper clip on your right lapel/collar/neckline. People who do not do so are viewed as rude and ignorant. If you decide that you like someone who is not wearing a paper clip, however, you may give him/her one and get the person to wear it on the left lapel/collar/neckline. (Bring along an additional paper clip to class so that you can show your appreciation of at least one person from another culture in your new multi-cultured group.)

You believe that it is the polite thing NOT to react non-verbally to anything that others say. You listen to others with as little reaction or expression as possible. You look directly at them; however, you do not respond with any facial expression.

When you speak, you maintain eye contact only with those who are of the same sex. With members of the opposite sex, you look at the floor. You also always look at the floor when addressing the

leader (out of respect). Having people of the opposite sex look you directly in the eye makes you very uncomfortable.

You believe that age is very important. You see the oldest member of a group as the most powerful and the leader. Because it is not always possible to determine age at a glance, it is perfectly acceptable for you to ask their ages. Remember that the oldest person should always be in charge.

You prefer to conduct your transactions while seated on the floor and encourage others to do the same. If they will not sit, that is OK—but you remain on the floor.

You are basically quite introverted. You have trouble sharing your thoughts (especially to your elders), and you believe that people who ask questions are rude and ignorant.

To you, the most important quality in life is equality. You do not consider anyone above anyone else and feel very strongly that all people should share equally in the wealth of a society.

You are a member of a collectivist society. You believe that working together is essential. You succeed or fail as a group—not individually.

You will be meeting members from other communities to come to a negotiated solution to the following problem.

The three countries in which you live are on the verge of suffering an intercultural crisis due to problems with the environment. This is particularly critical in the area of food production, where you face a potential famine. Culture A is in the wealthiest position with a good supply of wheat and grains—but little in the way of other crops. Culture B is producing adequate vegetable crops but faces a grain shortage. Culture C is in the worst shape, producing barely enough crops to stay alive. They are the only culture, however, to have any dairy products—but do not have a surplus.

Representatives of the three cultures have to reach consensus on a solution to this problem. The solution will be presented by a leader acceptable to all representatives.

DO NOT SHARE THE INFORMATION ON THIS SHEET!

Information Sheet for Culture C

It is difficult to simulate what it is like to interact in a different culture. This exercise will place you in a culture which is unlike our own and unlike most of the other members in your group to resolve a shared problem. The goal is to reach an agreement with the other cultural groups. None of the negotiations or concessions can violate your cultural values. Before you begin, you must:

- a. Familiarize yourself with the characteristics of your particular culture.
- b. Understand the problem facing your community.
- c. Decide what your group hopes to achieve from a negotiated agreement.

As a part of your new culture...

You will always cover your head. You believe that people who expose their heads are rude and ignorant. You will encourage people of other cultures to comply with your cultural more.

You believe that it is the polite thing to never look people directly in the eye. When someone is speaking to you, you will always avert your eyes, looking either at the floor or at the wall. You may, however, react in other ways—such as nodding or shaking your head or saying “yes” or “no,” etc.—to the person. You may even begin to speak while the other person is speaking if you have something important to say.

When you speak, you talk loudly enough for everyone to hear. You address your comments and look directly only at the person next to you.

In leadership and power positions, you believe that sex is very important. Women are seen as more powerful than men and are given positions of authority. If there is a mother in your midst, she is especially revered and should be given the place of honour in the group.

Women in your culture always converse with others while seated on the floor. (They deserve the honoured position that is closest to the Earth.) Men are seated on chairs, never on the floor. You encourage other cultures to follow this cultural tradition and are skeptical of those who do not comply.

You ask questions of others freely (lots of them) and answer them freely as well (often at great length). You are eager to share information and ideas. You believe that people should say what they mean.

You believe that money is critical in life. Relationships are secondary.

You are a member of an individualistic society. What is important is that YOU get ahead and are seen as successful and bright.

You will be meeting members from other communities to come to a negotiated solution to the following problem.

The three countries in which you live are on the verge of suffering an intercultural crisis due to problems with the environment. This is particularly critical in the area of food production, where you face a potential famine. Culture A is in the wealthiest position with a good supply of wheat and grains—but little in the way of other crops. Culture B is producing adequate vegetable crops but faces a grain shortage. Culture C is in the worst shape, producing barely enough crops to stay alive. They are the only culture, however, to have any dairy products—but do not have a surplus.

Representatives of the three cultures have to reach consensus on a solution to this problem. The solution will be presented by a leader acceptable to all representatives.

DO NOT SHARE THE INFORMATION ON THIS SHEET!

Communication Myth Survey

Approximate time: 35–40 minutes

Purpose

To introduce students to a number of concepts that will be covered in the course and establish a climate conducive to interaction and discussion.

Procedures

1. Without prior discussion, distribute the Communication Principles Survey on the next page. Allow students five to seven minutes to fill it out.
2. Without collecting the surveys, go through the items and solicit answers from the class. Ask students to discuss the reasons why they responded the way they did.
3. Make the point that there are no right or wrong answers. Many who study communication do not agree on all these points, but certain perspectives will be supported in this course.

Principles Illustrated

1. Review of chapter 1 and overview of several concepts which will be developed in this course.
2. There are no absolute truths in communication studies.

Communication Principles Survey

Circle the numbers on the following scales which most closely represent your beliefs.

1. People are ____ aware of their own communication patterns.

100% 75% 50% 25% 0%

2. Male and female communication patterns are:

extremely
different

the
same

10 9 8 7 6 5 4 3 2 1

3. All communication behaviours are:

learned/
changeable

innate/
fixed

10 9 8 7 6 5 4 3 2 1

4. The language that we use is ____ factor in shaping self-concept.

a primary

a secondary

10 9 8 7 6 5 4 3 2 1

5. Everyday language use ____ be altered.

should

should sometimes

should not

10 9 8 7 6 5 4 3 2 1

6. Everyday language usage can be altered.

totally

somewhat

not at all

10 9 8 7 6 5 4 3 2 1

7. The ultimate meaning of words is determined by:

people alone

people/words

words alone

10 9 8 7 6 5 4 3 2 1

8. Non-verbal messages make up ____ of our communication behaviour.

100% 75% 50% 25% 0%

9. Most people are _____ as listeners.

highly skilled

competent

unskilled

10 9 8 7 6 5 4 3 2 1

10. Communication patterns and skills _____ the way our relationships turn out.

completely
determine

have
some effect on

have
no effect on

10 9 8 7 6 5 4 3 2 1

Computer-Mediated Communication

Approximate time: 50 minutes

Purpose

To introduce students to the factors that may influence our interpersonal communication when it is mediated across time and space by technology.

Procedures

1. Find a colleague or an instructor in another university that is running a communication class and is willing to run a joint activity on social media communication. Ensure that there will be an equivalent number of teams in both classes and share with them the following instructions.
2. Group students in your class into teams. Tell them that their team is going to develop a “social media introduction guide for professors” that provides lecturers with a communication toolset for a specific social media platform. Their presentation must explain
 - a. The ‘ten rules’ that are most important for using this social media.
 - b. How to ensure that the receiver accurately understands your message.
 - c. How relationships are established on this platform.
 - d. The effect of the platform on productivity and quality of work.
 - e. Some challenges to this medium and how they can be avoided.
3. Inform students that they will be collaborating with a team from another university to create a shared presentation on one social media platform, with the caveat that they are expected to only use that social media platform to collaborate with the other team.
4. Provide each group with contact information of a randomly chosen group from the paired class. Ask students to correspond with that group over the course of a week to create a shared presentation. Remind them that each team will be presenting their assignment to their respective classes.
5. Following their collaboration week, ask students to reflect on their experience using the social media platform for collaboration. Encourage them to integrate supporting anecdotes from their experience into their presentation.
6. After each team has presented, lead a class discussion on how social media communication differs from offline communication. Have them consider how other mediated communications differ from social media, such as television, radio, letter writing, face-to-face communication, telephone, etc.

Interpersonal Communication: A Personal Assessment

(Note: Students should be asked to reassess their skills and progress toward goals at the end of the semester.)

1. Think about your current communication skills. You might consider your general communication skills (such as expressing yourself clearly, thinking before you speak, making up your mind firmly, saying “no” without feeling guilty), your self-awareness skills (such as understanding your own strengths and weaknesses, being able to identify your values, recognizing the impact of your behaviour on others, setting realistic goals), and your interpersonal skills (such as listening with an open mind, being a good “people reader,” expressing feeling appropriately), etc.
2. In narrative (essay) form, respond to the following questions: What do you identify as your two or three most significant strengths in the area of communication? Illustrate each of these strengths with a specific personal example. What do you identify as your one or two most significant weaknesses? Illustrate (specifically) why you feel these are problem areas. Now determine three to five goals (in the area of interpersonal communication) which you would like to set for yourself this semester. What is one specific thing that you could do now in order to reach toward one of those goals?

Group Study

The following matching exercise could be used as either a group study or a “group quiz” exercise. The following directions should be included for each Group Study Exercise given through the manual:

All members of the group must decide upon a single answer. When you have finished the exercise, ALL members of the group should sign off on a single copy; however, all copies must be handed in. (Groups have the right to exclude the name of any member who is unprepared and/or does not contribute to the discussion.)

Answer directly on this sheet. Begin by clarifying the terms as they have been defined in your text. When doing the exercise, pay particular attention to underlined words and phrases.

Chapter 1

Match the letter of the communication process element with its description found below.

- a. sending a message
- b. receiving a message
- c. channel
- d. individualistic
- e. message/feedback
- f. noise
- g. environment
- h. intercultural communication
- i. co-culture
- j. ethnocentrism
- k. stereotyping

- ___ 1. The children make a videotape of themselves to send to their grandparents instead of writing a letter.
- ___ 2. Marjorie tries to decide the best way to tell Martin that she can't go to Hawaii with him.
- ___ 3. Martin decides Marjorie means she doesn't love him when she says she can't go to Hawaii.
- ___ 4. It's so hot and smoky in the room that Brad has a hard time concentrating on what his partner is telling him.
- ___ 5. Linda smiles while Larry is talking to her.
- ___ 6. Brooke is daydreaming about her date while Allison is talking to her.
- ___ 7. Since Jacob has never been married, it's difficult for him to understand why his married friend Brent wants to spend less time with him.
- ___ 8. Whitney says, “I'm positive about my vote.”
- ___ 9. Richard thinks Jon wants to leave when he (Jon) waves to him (Richard).
- ___ 10. Laura winks when she says she's serious and gestures with her arms.
- ___ 11. Erin is from a wealthy family and Kate from a poor one. They have a serious conflict about how to budget their money.
- ___ 12. Jack felt a cold coming on while he sat through the meeting.

- _____ 13. Levi constructs the best arguments to convince his parents to buy him a new car.
- _____ 14. Jessica decided to lie to her group members about the reason she missed the meeting last night.
- _____ 15. “I refuse to go,” said Jeremy.
- _____ 16. James, a British citizen, believes it is important for him to achieve on his own—and to be recognized for his accomplishments.
- _____ 17. Jason is proud of being a Canadian citizen because he considers his own culture superior to others in the world.
- _____ 18. Pamela Sils is especially proud of an award that names her “Executive of the Year.”
- _____ 19. Father Brady and Rabbi Silbert enjoy their friendly discussions about their different religions.
- _____ 20. Max, Frances, Louie, Enid, and Muriel, all octogenarians, enjoy their weekly card sessions at the Senior Center.
- _____ 21. Because Amy is Chinese, the music teacher expected her to choose to play the violin.

Answer Key

- | | | | | |
|------|-------|-------|-------|-------|
| 1. c | 6. f | 11. g | 16. d | 21. k |
| 2. a | 7. g | 12. f | 17. j | |
| 3. b | 8. e | 13. a | 18. d | |
| 4. f | 9. b | 14. a | 19. h | |
| 5. e | 10. c | 15. e | 20. i | |

Teaching Activities from the *Communication Teacher*

- Berko, R. (1993, Winter). *Getting to know you and talking about it*, 7(2), 5–6.
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