Test Bank for Inter-Act Interpersonal Communication Concepts Skills and Contexts 14th Verderber

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PART FIVE: TEST BANK AND SKILLS ASSESSMENT

Two types of assessment are presented in this part of the manual: conceptual testing and skill assessment. This test bank is designed to get you started. While most concepts are covered in this bank of questions, you should feel free to change the questions to fit the needs of your students. Constructing test questions takes time and practice. No question is perfect, and there is always room for improvement. Listed here are some guidelines to consider when constructing your own examinations.

Conceptual Testing

Students often ask, "Why a test in a communication course?" They should realize that tests both protect and motivate them. Students enter a course with a variety of skills. Some have a good verbal background and can communicate effectively in a variety of settings without reading the text. Tests motivate such students to study the theory. The knowledge they gain will enable them to become better communicators and more qualified to help others. Other students have such a poor verbal background that they will have difficulty doing well in even the easiest of exercises or assignments. Tests serve to protect these individuals: If a student has studied—if he or she understands the theory—he or she can do well on tests and receive a better grade in the course for the effort. Testing provides the opportunity to show that one has mastered the theory even if one cannot put it into oral practice.

If tests are mandatory, they ought to be a valuable teaching aid and a true indication of student knowledge. The best tests require students to recall some essential details and to show an understanding of principles. Good tests can be made from a variety of types of questions. Yet some types of questions and some methods of phrasing test items are better than others. The following discussion of various types of test items is worth reviewing in preparation for constructing a test based on *Inter-Act.*

Listing: Under most circumstances, listing questions should be avoided. Some students can reproduce lists without understanding the concepts; other students understand the content but are not able to remember a list of labels. Rather than asking, "List four kinds of communication barriers," it would be better to ask, "Define defensiveness and show how to reduce or eliminate it."

True/False: True-or-false questions may be good or bad depending on what they are based on and how they are phrased. "True or false: Questions of policy are easily identified" is a poor test item because it is lifted from the text word for word and covers an inconsequential value judgment. A better question would be, "True or false: Answers to questions of value require establishing a criterion for evaluation." Many teachers have a valid antipathy toward all true–false questions. We have found that with one amendment to the form, the true–false question can become a truly revealing type of question. If you want to use the true–false format, consider the following directive: "Answer the following *true* or *false*. In each case, justify your answer with one or two sentences."

Fill-in-the-blank: Like listing, fill-in questions are usually considered to be poor questions. Often they are little more than inconsequential sentences lifted from the text with one word omitted. Furthermore, unless the sentence is a giveaway, there may be five or six words that fill the blank correctly. For instance, here is a possible question: "_____ questions call for

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more than a ‘yes’ or ‘no’ answer.” A couple of words could be equally correct: “Follow-up” and “Open” are two possibilities, yet one of them would probably be marked wrong. For this reason alone, fill-in questions are best omitted.

Matching: Matching questions are especially worthwhile when the phrasing requires the student to apply his or her understanding of content.

Multiple-choice: Multiple-choice, one of the most common forms of test question, can be excellent or poor depending on what is being tested and how the questions and the choices are phrased. The following sample illustrates one common mistake in framing multiple-choice questions:

Three elements of credibility are

a. expertise, intention, size
b. intention, personality, nationality
c. expertise, character, intention
d. character, personality, financial position

This is a poor question because it does little more than ask the student to recall labels. Notice why the following is a more effective question:

Doing a job correctly and on time is evidence of the aspect of credibility known as

a. character
b. expertise
c. personality
d. intention

This question asks the student to demonstrate his or her understanding of the nature of a characteristic.

In addition to trying to phrase multiple-choice questions that test understanding, you should be sure that all choices are plausible, that correct responses fall more or less equally on each of the letter designations, and that the pattern of answers is random.

Essay: An essay question is one in which a student is required to write out an answer. Although the essay question is an excellent type, all essay questions are not good ones. Consider the following: “Discuss social perception.” Twenty-five students could write 25 different answers going in 25 different directions. Evaluation of this type of essay question is nearly impossible. Compare it with the following: “Discuss the relationship between perception and self-concept.” All of the essays on this question will include the same areas of consideration, and a valid judgment of comparative quality would be possible.

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Chapter 1: An Orientation to Interpersonal Communication

Multiple Choice (asterisks indicate correct answers)

1. The process through which people produce, interpret, and coordinate messages to create shared meanings, achieve social goals, manage their personal identities, and carry out their relationships is called

    a. circular encoding
    b. message decoding
    c. effective communication
    d. interpersonal communication *

    Answer: D
    Page: 4
    Heading: Introductory Section

2. If Maryam accepts your invitation to dinner, what communication purpose was proven?

    a. we communicate to meet social goals *
    b. we communicate to share meaning
    c. we communicate to manage our personal identity
    d. we communicate to conduct relationships

    Answer: A

    Page: 13
    Heading: The Purposes of Interpersonal Communication

3. Every day, you see the same acquaintance in the hall. You say, “Hello, how are you?” and your friend answers, “Fine, thank you.” This is an example of

    a. message production
    b. a script *
    c. feedback
    d. internal noises

    Answer: B

    Page: 7
    Heading: Message Production

4. If you look around the classroom, you see desks, chairs, and windows, all of which make up the

    a. social context
    b. nonverbal prompters
    c. physical context *
    d. perceptions

    Answer: C

    Page: 10

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Heading: Communication Context

5. At dinner you get your father's advice on whether you should take sociology or political science to meet a requirement. The next day when you see your father, you say, "I decided on poly sci." His understanding of your message is explained by

    a. physical context
    b. historical context *
    c. psychological context
    d. symmetrical relationships

    Answer: B

    Page: 10
    Heading: Communication Context

6. Maria is very impatient with her children because she had a bad day at work, and she is feeling stressed. Maria's reactions to her children are affected by

    a. physical context
    b. social context
    c. psychological context *
    d. symmetrical relationships

    Answer: C

    Page: 11
    Heading: Communication Context

7. We use _____, words and/or nonverbal behaviors to convey the thoughts, feelings, and intentions of the speaker.

    a. messages *
    b. contexts
    c. channels
    d. encoding

    Answer: A

    Page: 5
    Heading: Messages

8. LeBron is talking with Antwon about last night's political debate. LeBron's ability to understand Antwon is likely influenced by

    a. physical context
    b. historical context *
    c. social context
    d. symmetrical relationships

    Answer: B

    Page: 10
    Heading: Communication Context

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9. Before Carmen can send out a message, she must first _____, in which she will select words and behaviors that will represent her ideas and feelings.

    a. encode *
    b. decode
    c. transcribe
    d. channel

    Answer: A

    Page: 5
    Heading: Messages

10. Marshall was distracted from Tara's message because he saw his father arriving home. This is an example of

    a. semantic noise
    b. external noise *
    c. internal noise
    d. psychological noise

    Answer: B

    Page: 11
    Heading: Communication Context

11. While working at a clothing store, Rachel was asked by a customer if they had any "fresh" clothes. Rachel remarked that this store only carried petite sizes. This is an example of

    a. semantic noise *
    b. external noise
    c. internal noise
    d. psychological noise

    Answer: A

    Page: 11
    Heading: Communication Context

12. While listening to the professor lecture, Bernice frowned and shook her head every once in a while to offer

    a. external messages
    b. feedback *
    c. channels
    d. noise

    Answer: B

    Page: 9
    Heading: Interaction Coordination

13. Daydreaming is an example of

    a. channeling

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b. semantic noise
c. internal noise *
d. psychological context

Answer: C

Page: 11
Heading: Communication Context

14. _____is information about how a message was interpreted by its recipient, conveyed in a subsequent message.

a. Internal response
b. Channeling
c. Feedback *
d. Noise

Answer: C

Page: 9
Heading: Interaction Coordination

15. Selecting the word *rain* when you are talking about *precipitation* represents a process called

a. encoding *
b. decoding
c. feedback
d. semantics

Answer: A

Page: 5
Heading: Messages

16. Interpersonal communication is

a. continuous
b. irreversible
c. transactional
d. all of the above *

Answer: D

Pages: 15–17
Heading: Characteristics of Interpersonal Communication

17. José thinks "a person who is very careful about spending money" when Adrian describes a person as "thrifty." José's thoughts represent a process called

a. encoding
b. decoding *
c. feedback
d. semantics

Answer: B

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Page: 5
Heading: Messages

18. Imagine you use the word “jock” when talking to an athlete and the athlete has a different meaning of the word than you do. This is an example of

    a. internal noise
    b. external noise
    c. selective perception
    d. semantic noise *

    Answer: D

    Page: 11
    Heading: Communication Context

19. If Marissa thinks about the events of last evening while she is listening to a classroom lecture, these thoughts would be considered

    a. encoding
    b. feedback
    c. noise *
    d. channels

    Answer: C

    Page: 11
    Heading: Communication Context

20. As Jones tells about his trip to the Grand Canyon, he notices Janet and Mark yawning. The information Jones is receiving is known as

    a. encoding
    b. decoding
    c. feedback *
    d. channels

    Answer: C

    Page: 9
    Heading: Interaction Coordination

21. Lars and Frances have an exchange where they cannot agree who is in control, and each wants to assert his or her own power. This is a(n)

    a. complementary message
    b. symmetrical message *
    c. expressive exchange
    d. inclusive message

    Answer: B

    Page: 17
    Heading: Interpersonal Communication Reveals Relationship Qualities

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22. Tina makes all decisions about the finances for both herself and her housemate Jessica. Jessica is fine with this. This example would be _____ behavior.

    a. complementary *
    b. symmetrical
    c. expressive
    d. inclusive

    Answer: A

    Page: 17
    Heading: Interpersonal Communication Reveals Relationship Qualities

23. _____ is (are) a set of moral principles that may be held by a society, a group, or an individual that provide general guidelines for acceptable behavior and are open to some interpretation and gradual change.

    a. Rules
    b. Laws
    c. Norms
    d. Ethics *

    Answer: D

    Page: 18
    Heading: Ethics and Interpersonal Communication

24. All of the following are ethical standards to keep in mind when communicating, but _____ means being impartial and not biased.

    a. respect
    b. fairness *
    c. integrity
    d. responsibility

    Answer: B

    Page: 18
    Heading: Ethics and Interpersonal Communication

25. Ethical communicators act with ____, which means maintaining consistency between what we say we believe and what we do.

    a. responsibility
    b. fairness
    c. respect
    d. integrity *

    Answer: D

    Page: 18
    Heading: Ethics and Interpersonal Communication

26. _____ is the set of beliefs, values, and attitudes that define the specific culture that participants belong to.

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a. Contextual communication
b. Cultural context *
c. Historical context
d. Emotional intelligence

Answer: B

Page: 11
Heading: Communication Context

27. As a junior high school teacher, Melanie lectures on the dangers of cigarette smoking, yet before and after school each day she smokes several cigarettes. Melanie violates the ethical standard of

a. respect
b. fairness
c. integrity *
d. responsibility

Answer: C

Page: 18
Heading: Ethics and Interpersonal Communication

28. As communication _____ increases, communicator competence increases.

a. knowledge
b. skill
c. motivation
d. all of the above *

Answer: D

Page: 22
Heading: Interpersonal Communication Competence and You

29. _____ is the impression that your communicative behavior is both effective and appropriate in a given situation.

a. Message formation
b. Communication knowledge
c. Communication competence*
d. Behavioral flexibility

Answer: C

Page: 22
Heading: Interpersonal Communication Competence and You

30. When a message conforms to social, relational, and ethical expectations, it is said to be

a. appropriate *
b. effective
c. empathetic
d. transactional

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Answer: A

Page: 22
Heading: Interpersonal Communication Competence and You

31. When you are able to analyze a situation and adopt your communication skills to fit that situation, you are employing

    a. message formation skills
    b. behavioral flexibility *
    c. diversity
    d. none of the above

    Answer: B

    Page: 25
    Heading: Develop Behavioral Flexibility

32. Our textbook introduces you to systematic and research-based explanations of how communication works, otherwise known as _____.

    a. communication theories *
    b. communication skills
    c. message interpretation
    d. behavioral flexibility

    Answer: A

    Page: 4
    Heading: Introductory Section

33. Which of the following is *not* a process that occurs during a conversation?

    a. message interpretation
    b. message production
    c. interaction coordination
    d. internal significance *

    Answer: D

    Page: 5
    Heading: Messages

34. The receiver is the participant who does all of the following *except*

    a. encodes *
    b. decodes
    c. listens
    d. reacts

    Answer: A

    Page: 5
    Heading: Messages

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35. Becky, who is away from home on a business trip, uses the computer to Skype with her teenaged son. She apologizes for missing his band concert. What purpose does this communication likely serve?

    a. to share meaning
    b. to conduct relationships *
    c. to manage personal identity
    d. to evaluate the interaction

    Answer: B

    Page: 14
    Heading: The Purposes of Interpersonal Communication

36. _____ is the appreciation or esteem one persona has for another.

    a. Affiliation *
    b. Intimacy
    c. Complementary behavior
    d. Symmetrical behavior

    Answer: A

    Page: 17
    Heading: Interpersonal Communication Reveals Relationship Qualities

37. Learned communication strategies for specific types of situations are called

    a. monologues
    b. dialogues
    c. canned plans*
    d. communication improvement plans

    Answer: C

    Page: 7
    Heading: Message Production

38. A sequence of communication behaviors or specific message that is designed to carry out a plan is a

    a. message
    b. norm
    c. channel
    d. script *

    Answer: D

    Page: 7
    Heading: Message Production

39. All of the following are part of the message production process *except*

    a. encoding
    b. decoding *
    c. determining your goals

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d. recalling a canned plan

Answer: B

Page: 5
Heading: Messages/Message Production

40. Bonita and Kayla are having a lively discussion about their plans for Spring Break. Each time Bonita gestures excitedly and raises her voice, Kayla mirrors her actions and tone. Kayla is exhibiting
    a. interaction coordination*
    b. message interpretation
    c. message production
    d. assuming similarity

    Answer: A

    Page: 9
    Heading: Interaction Coordination

41. When a receiver's interpretation of a sender's message is similar to what the speaker thought, felt, and intended, it is said that the two experienced
    a. interaction coordination
    b. transactional communication
    c. effective scripting
    d. shared meaning*

    Answer: D

    Page: 13
    Heading: We Share Meaning

42. Jon often uses profanities when he is out with his friends, but he is always polite when he visits his grandmother. This example illustrates which principle of interpersonal communication?
    a. Interpersonal communication is continuous.
    b. Interpersonal communication is indexical.
    c. Interpersonal communication is situated. *
    d. Interpersonal communication is transactional.

    Answer: C

    Page: 16
    Heading: Characteristics of Interpersonal Communication

43. Dark-side messages
    a. may be appropriate in some situations *
    b. are always inappropriate
    c. are always unethical
    d. are never appropriate

    Answer: A

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Page: 19
Heading: The Dark Side of Interpersonal Communication

44. Slanderous name-calling is an example of what kind of message?
    a. bright-side
    b. easy dark-side
    c. hard dark-side
    d. evil dark-side *

    Answer: D

    Page: 20
    Heading: The Dark Side of Interpersonal Communication

45. Telling your friends that their baby is beautiful when you really think the baby is anything but beautiful is an example of a(n)
    a. evil dark-side message
    b. easy dark-side message *
    c. hard dark-side message
    d. bright-side message

    Answer: B

    Page: 20
    Heading: The Dark Side of Interpersonal Communication

46. Raj is sending his girlfriend an e-mail. What type of temporal structure is he using?
    a. asynchronous communication *
    b. synchronous communication
    c. continual communication
    d. psychological communication

    Answer: A

    Page: 27
    Heading: Traits of Social Media Technology

47. Communication that occurs in real time is called
    a. asynchronous communication
    b. synchronous communication *
    c. continual communication
    d. psychological communication

    Answer: B

    Page: 27
    Heading: Traits of Social Media Technology

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48. Becky made a YouTube video about shopping for shoes. She is surprised when it goes viral and millions of people have viewed it on YouTube. Which trait of social media technology did Becky not consider?

    a. social
    b. media richness
    c. mobility
    d. reach *

    Answer: D

    Page: 30
    Heading: Traits of Social Media Technology

49. In terms of media richness, if sending a message via postal mail is a lean form of communication, which is considered the *most* rich?

    a. phone calls
    b. email
    c. texting
    d. face-to-face *

    Answer: D

    Page: 28
    Heading: Traits of Social Media Technology

50. Which of the following is *not* a trait of social media technology?

    a. reach
    b. mobility
    c. temporal structure
    d. convenience *

    Answer: D

    Pages: 27–30

    Heading: Traits of Social Media Technology

51. Which of the following can help you decide if you should use social media technology to communicate?

    a. Remember the richness.
    b. Do a cost-benefit analysis.
    c. Keep abreast of rapidly evolving social media technologies.
    d. All of these. *

    Answer: D

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    Heading: Understanding Social Media and Interpersonal Communication

True/False

1. According to the text, communication is irreversible.

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Answer: true

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Heading: Characteristics of Interpersonal Communication

2. The specific communication setting does not affect how messages are produced, interpreted, or coordinated.

Answer: false

Page: 16

Heading: Characteristics of Interpersonal Communication

3. Internal noises are words in a message that interfere with or distort the meaning of a message for the receiver.

Answer: false

Page: 11

Heading: Communication Context

4. The metaphor used to describe messages that are inappropriate or unethical is "dark-side."

Answer: true

Page: 19

Heading: The Dark Side of Interpersonal Communication

5. Ethical communicators respect the ideas, opinions, and feelings of others even when those opinions and feelings are completely opposite of our own.

Answer: true

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Heading: Ethics in Interpersonal Communication

6. Competent communication need not be appropriate at all times.

Answer: false

Page: 22

Heading: Interpersonal Communication Competence and You

7. Improving micro communication skills might include creating a set of generic "lines" to use in certain situations.

Answer: true

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Heading: Increase Interpersonal Communication Skill

8. Behavioral flexibility allows us to analyze a communication situation and adapt our skills to that situation.

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Answer: true

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Heading: Develop Behavioral Flexibility

9. In any given conversation, the sender is exclusively responsible for creating meaning.

Answer: false

Page: 5

Heading: Messages

10. In the model of interpersonal communication, an individual participant can be a sender and a receiver simultaneously.

Answer: true

Page: 5

Heading: A Model of Interpersonal Communication

11. The communication setting is the set of conditions surrounding an interaction.

Answer: true

Page: 10

Heading: Communication Context

12. Media richness theory proposes that all social media are equal and do not vary in how well they reproduce the intended meaning.

Answer: false

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Heading: Traits of Social Media Technology

13. The significance attached to a message by the sender and receiver is called "meaning."

Answer: true

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Heading: The Purposes of Interpersonal Communication

14. The traits and characteristics that, taken as a whole, distinguish you from other people is your communication competence.

Answer: false

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Heading: Interpersonal Communication Competence and You

15. Meaning is shared only when the receiver understands the message, thoughts, and feelings that the sender intended to send.

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Answer: true

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Heading: The Purposes of Interpersonal Communication

16. It is never appropriate to send dark-side messages.

Answer: false

Page: 19

Heading: The Dark Side of Interpersonal Communication

17. Interpersonal communication competence is the ability to monitor your own and others' emotions and to use this information to guide your communications.

Answer: false

Page: 23

Heading: Acquire Interpersonal Communication Knowledge

18. Diversity, the variations between and among people, affects nearly every aspect of the interpersonal communication process.

Answer: true

Page: 22

Heading: Diversity and Interpersonal Communication

19. You should assume that every one of your text-based social media interactions—including email messages, tweets, Facebook posts—are probably stored on a server somewhere and accessible to others.

Answer: true

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Heading: Traits of Social Media Technology

Essays

1. Draw, label, and define the interpersonal communication model, highlighting its major components.

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Heading: A Model of Interpersonal Communication

2. Explain the four purposes of communication and tell how they relate to your communication and interactions.

Pages: 13, 14

Heading: The Purposes of Interpersonal Communication

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3. What is meant by saying interpersonal communication is transactional?

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Heading: Interpersonal Communication Is Transactional

4. Explain the purpose of canned plans. What are they? How do we use them?

Page: 7

Heading: Message Production

5. Define and give an example of the three types of noise.

Page: 11

Heading: Communication Context

6. Why is interpersonal communication competence important?

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Heading: Interpersonal Communication Competence and You

7. Given the irreversible nature of interpersonal communication, discuss the advantages and disadvantages of using electronic messages (e-mails, text messages, instant messages, discussion posts, blogs) to communicate with family/friends.

Page: 16

Heading: Interpersonal Communication Is Irreversible

8. Develop an interpersonal Communication Improvement Plan whose goal it is to ask your boss for time off.

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Heading: Create Interpersonal Communication Plans

9. Why is it important to understand both the traits of social media technology and the human factors impacting technology?

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Heading: Understanding Social Media and Interpersonal Communication

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10. Think back to your last encounter with social media. Which type of temporal structure was used? How did this impact the nature of the communication?

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Heading: Traits of Social Media Technology

Chapter 2: Social Cognition: Understanding Others and Ourselves

Multiple Choice

1. _____ is how we make sense of other people, ourselves, and our social world.

    a. Social cognition *
    b. Attribution
    c. Impression formation
    d. Implicit personality theory
    Answer: A
    Page: 36
    Heading: Introductory Section

2. Whitney arrives at a formal wedding wearing flip-flops, jeans, and a t-shirt, and everyone notices. We automatically attend to things that are _____, or noticeable.

    a. primed
    b. salient *
    c. controlled
    d. cognitive
    Answer: B
    Page: 38
    Heading: Attention

3. Greg has always been my best friend, and our best times together were spent sharing secrets, inside jokes, and late night conversations while eating junk food. Those memories form my _____ , or memory structure that connects a concept to its related qualities, of a best friend.

    a. implicit personality theory
    b. assimilation
    c. judgment
    d. schema *
    Answer: D
    Page: 39
    Heading: Memory

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4. Forcing new information to fit a memory structure or filtering it out because it doesn't fit is known as _____.

    a. schema
    b. assimilation *
    c. implicit personality theory
    d. stereotype
    Answer: B
    Page: 39
    Heading: Memory

5. Your schema for "college professor" might be someone who is a "nerd" who reads books all the time, wears suits everywhere, and smokes a pipe. This example would be a(n) _____, a schema in which the central concept is a category or group of people.

    a. attribution
    b. stereotype *
    c. assimilation
    d. bad memory
    Answer: B
    Page: 40
    Heading: Memory

6. You've gotten to know several college professors and have discovered that they are all highly intelligent, involved in their communities, and love to read. You have formed a(n) _____, a specific kind of schema that connects a set of traits and behaviors.

    a. self-fulfilling prophecy
    b. assimilation
    c. dispositional attribution
    d. implicit personality theory *
    Answer: D
    Page: 39
    Heading: Memory

7. _____ refers to our collection of all the ideas we have about ourselves, including abilities, personality traits, and roles, while _____ is how we view the characteristics we think we have.

    a. Self-concept/self-worth
    b. Self-esteem/self-concept
    c. Self-concept/self-esteem *
    d. Self-perception/self-talk
    Answer: C
    Page: 47
    Heading: Self-Concept and Self-Esteem

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8. The judgment process of developing an initial concept of another person is known as _____.

    a. implicit personality theory
    b. impression formation *
    c. stereotyping
    d. self-fulfilling prophecy
    Answer: B
    Page: 40
    Heading: Judgment—Impression Formation

9. If Sally believes in the importance of education, then the grades she earns at school are more likely to affect her

    a. social cognition
    b. relational satisfaction
    c. evaluation of others
    d. self-esteem *
    Answer: D
    Page: 48
    Heading: Self-Concept and Self-Esteem

10. Since he's never late, I wondered why my co-worker Jeff was late for our staff meeting. I figured he must have had car trouble. An explanation that puts the cause of behavior outside the control of the person is _____ attribution.

    a. dispositional
    b. relational
    c. situational *
    d. fundamental
    Answer: C
    Page: 41
    Heading: Judgment—Making Attributions

11. Shellie will experience _____ if she believes she is an athletic person even though in reality she is bad in sports.

    a. perceptual misalignment
    b. self differences
    c. incongruence *
    d. congruence
    Answer: C
    Page: 52
    Heading: Messages, Feedback, and Self-Concept

12. If you believe you will do well on this test, and you talk yourself into doing well, some of that success can be attributed to

    a. filtering
    b. self-fulfilling prophecy *
    c. acculturation theory
    d. self-esteem

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Answer: B
Page: 49
Heading: Self-Concept Development

13. You have recently interviewed for five different jobs. You did not get any of these jobs. You have been depressed, and you think you are not good enough to compete. If your attitude causes you to behave in ways that make the next prospective employer think you are not good enough, what might be affecting your success?

    a. perceptual defense
    b. stereotyping
    c. social projection
    d. self-fulfilling prophecy *

    Answer: D

    Page: 49
    Heading: Self-Concept Development

14. If I meet Janna at an Operation Christmas Child project meeting, I may assume that she is honest, hard-working, and a churchgoer—all traits I have. I am overestimating the similarity between Janna and me, which is known as _____.

    a. incongruence
    b. social projection *
    c. social cognition
    d. self-fulfilling prophecy

    Answer: B

    Page: 51
    Heading: Messages, Feedback, and Self-Concept

15. Keisha is good at math, and she values that characteristic positively, meaning she has _____.

    a. high self-esteem *
    b. high self-concept
    c. low self-esteem
    d. low self-concept

    Answer: A
    Page: 48
    Heading: Self-Concept and Self-Esteem

16. Life-changing situations such as moving to a new city or getting a divorce may result in

    a. changes in self-esteem
    b. changes in self-concept
    c. a dropping of our filters
    d. all of the above *

    Answer: D

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Page: 53
Heading: Improving Self-Concept and Self-Esteem

17. Erin has a tendency to be late for class. So, when she was late for our breakfast date, I assumed she had overslept. An explanation of behavior as resulting from a cause that is under the person's control is known as _____ attribution.

    a. dispositional *
    b. relational
    c. situational
    d. fundamental

    Answer: A
    Page: 41
    Heading: Judgment—Making Attributions

18. _____ stereotyping occurs when people act toward someone on the basis of a stereotype, even though they are minimally aware that they are basing their interaction on stereotypes.

    a. Blatant
    b. Prejudicial
    c. Discriminatory
    d. Subtle *

    Answer: D
    Page: 43
    Heading: Judgment—Stereotyping

19. _____ concerns the messages you send to yourself through your thoughts.

    a. Self-perception
    b. Self-talk *
    c. Self-analysis
    d. Self-role

    Answer: B
    Page: 54
    Heading: Improving Self-Concept and Self-Esteem

20. According to the text, when forming a first impression of Anna, Jeff would most likely notice her _____ first.

    a. personality
    b. friendliness
    c. emotional state
    d. physical appearance *

    Answer: D
    Page: 40
    Heading: Judgment—Impression Formation

21. "Someday I'd like to publish a book." The set of ideas about who you would like to be is your _____ self-concept.

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a. ought
b. working
c. ideal *
d. relational
Answer: C
Page: 47
Heading: Self-Concept and Self-Esteem

22. The set of ideas about yourself that you are actively remembering at any given time is your _____ self-concept.

a. ought
b. working *
c. possible
d. ideal
Answer: B
Page: 47
Heading: Self-Concept and Self-Esteem

23. Jill blushed when she tripped in front of the class. The _____ component of emotion is the physical experience of a feeling.

a. somatic *
b. motor
c. cognitive
d. motivational
Answer: A
Page: 55
Heading: Social Cognition and Emotion—Defining Emotion

24. _____ is the emotional reaction to a stereotyped group or individual from that group.

a. Prejudice*
b. Stereotyping
c. Halo effect
d. Discrimination
Answer: A
Page: 43
Heading: Judgment—Stereotyping

25. When Steve finds out that his friend is in jail, he assumes that his friend must have been at the wrong place at the wrong time and was charged on circumstantial evidence. This is an example of

a. implicit personality theory
b. situational attribution *
c. prejudice
d. dispositional attribution
Answer: B
Page: 41
Heading: Judgment—Making Attributions

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26. Self-concept affects your interpersonal communication encounters by _____.
    a. directing your attention and affecting your judgments of others
    b. resulting in messages that reflect and maintain your self-concept
    c. motivating you to manage the impressions that others form of you
    d. all of the above*
    Answer: D
    Page: 51
    Heading: Messages, Feedback, and Self-Concept

27. Lance screamed and opened his mouth wide in excitement when we jumped out and yelled "Surprise!" The expression of emotion through nonverbal and verbal behaviors is the _____ component of emotion.

    a. somatic
    b. motor *
    c. cognitive
    d. motivational
    Answer: B
    Page: 55
    Heading: Social Cognition and Emotion—Defining Emotion

28. Damon uses vulgar language when he is around Will, trying to influence the perception that Will has of him. This would be an example of _____,

    a. impression formation
    b. incongruence
    c. impression management *
    d. social projection
    Answer: C
    Page: 53
    Heading: Messages, Feedback, and Self-Concept

29. It is important to remember that self-concept is a(n) _____, which is resistant to change.

    a. social projection
    b. assimilated memory
    c. schema *
    d. situational attribution
    Answer: C
    Page: 39
    Heading: Messages Reflect and Maintain our Self-Concept

30. One of the best ways to improve your social cognition is to

    a. actively question the accuracy of your perceptions *
    b. limit the amount of information you use to verify perceptions
    c. realize that perceptions of people should remain fairly constant over time
    d. keep your perceptions to yourself

    Answer: A

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Pages: 57–58
Heading: Improving Social Cognition

31. Emotions that are classified as basic are _____.

    a. discrete/distinct from each other
    b. universal
    c. automatic
    d. all of the above *

    Answer: D
    Page: 56
    Heading: Types of Emotions

32. Because many social cognitive processes that operate automatically are biased in various ways, skillful communicators should monitor their messages for _____.

    a. controlling responses
    b. social projection
    c. perceptual accuracy
    d. unintended effects *

    Answer: D
    Page: 58
    Heading: Improving Social Cognition

33. In some cultures, people see themselves as distinct from others, with separate characteristics and abilities. Therefore, they are likely to have a(n) _____ self-concept.

    a. interdependent
    b. working
    c. independent *
    d. ought

    Answer: C
    Page: 49
    Heading: Self-Concept Development

34. Tonight I posted what I had for dinner on Facebook. This post would be an example of a(n)_____ -generated social media cue.

    a. other
    b. system
    c. self *
    d. automatic

    Answer: C
    Page: 59
    Heading: Forming Impressions on Social Media

35. _____ theory explains that online information seems more credible when it cannot be easily manipulated by the person it describes.

    a. Warranting *
    b. Implicit personality

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c. Social media
d. System-generated

Answer: A

Page: 59
Heading: Forming Impressions on Social Media

36. The following have been shown to be successful techniques for improving one's self-esteem

a. therapy
b. self-help
c. both a and b *
d. neither choice; self-esteem is an enduring characteristic and cannot be changed

Answer: C
Page: 53
Heading: Improving Self-Concept and Self-Esteem

37. "I see that the cheerleaders are sitting together at lunch—they're all such snobby, non-inclusive people." A(n) _____ is a schema in which the central concept is a category or group of people.

a. assimilation
b. situational attribution
c. dispositional attribution
d. stereotype *

Answer: D
Page: 40
Heading: Social Cognition: Automatic and Controlled—Memory

38. In what way do messages reflect and maintain our self-concept?

a. When you feel good about who you are, you tend to communicate in ways that display the positive feelings you have.
b. We easily assimilate information that is consistent with our self-concept but have to work hard not to filter out inconsistent information.
c. Messages based on our self-concept encourage others to treat us in ways that reflect how we regard ourselves.
d. all of the above*

Answer: D

Pages: 51–52
Heading: Messages Reflect and Maintain Our Self-Concept

39. If we are unsure about someone we don't know well, to better ground our perceptions, we have to set implicit personality theory aside and _____.

a. seek more information to verify perceptions *
b. avoid that person
c. put some distance in the relationship
d. provide an intense emotional response

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Answer: A
Page: 57
Heading: Improving Social Cognition

40. _____ are everyday insults, indignities, and demeaning messages sent to a member of a stereotyped group by well-intentioned others who are unaware of the hidden messages being sent.

    a. Social projections
    b. Attributions
    c. Blatant stereotyping messages
    d. Microagressions *

    Answer: D
    Page: 43
    Heading: Judgment—Stereotyping

41. _____ is the tendency to believe that others' negative behaviors result from their choices, whereas our own negative behaviors tem from conditions over which we have no control.

    a. Dispositional attribution
    b. Fundamental attribution error *
    c. Situation attribution
    d. Stereotyping

    Answer: B
    Page: 42
    Heading: Judgment—Making Attributions

True/False

1. With automatic social cognition, you arrive at conclusions without much consciousness, intention, or awareness of their future impact.

   Answer: true

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   Heading: Social Cognition: Automatic and Controlled

2. Emotions cannot be culturally specific.

   Answer: false

   Page: 57

   Heading: Types of Emotions

3. Self-fulfilling prophecies are always negative.

   Answer: false

   Page: 49

   Heading: Self-Concept Development

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4. Research shows that people view other-generated and system-generated cues as more credible than self-generated cues in social media.

   Answer: true

   Page: 59

   Heading: Forming Impressions on Social Media

5. The more you value a part of your self-concept, the more impact it has on your self-esteem.

   Answer: true

   Page: 47

   Heading: Self-Concept and Self-Esteem

6. To make a good impression on social media, scholars advise users to carefully construct their profiles and not worry about friend selection.

   Answer: false

   Page: 59

   Heading: Forming Impressions on Social Media

7. The gap between our inaccurate self-perceptions and reality is called incongruence.

   Answer: true

   Page: 52

   Heading: Messages Reflect and Maintain Our Self-Concept

8. Most theorists believe basic emotions are separate from each other and do not vary in intensity.

   Answer: false

   Page: 56

   Heading: Types of Emotions

9. To improve social cognition, we need to monitor our emotions so we can control our responses.

   Answer: true

   Page: 58

   Heading: Improving Social Cognition

10. How other people react to our behaviors has little influence on our self-concept.

    Answer: false

    Page: 48

    Heading: Self-Concept Development

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11. Self-concept and self-esteem are so closely intertwined that some scholars combine them to talk about positive and negative self-concept.

    Answer: true

    Page: 47

    Heading: Self-Concept and Self-Esteem

12. When you think about something, that idea becomes primed, or made ready in your memory to be thought about again.

    Answer: true

    Page: 38

    Heading: Attention

13. Persistent forms of discrimination like microagressions have no bearing on the interactions and accomplishments of members of stereotyped groups.

    Answer: false

    Page: 43

    Heading: Stereotyping

14. If we know someone only from his or her social media posts, we will think about that person based on how he or she looks and acts.

    Answer: false

    Page: 58

    Heading: Forming Impressions on Social Media

15. In social media, research shows that we view other-generated and system-generated cues as less credible than self-generated cues.

    Answer: false

    Page: 59

    Heading: Forming Impressions on Social Media

16. People with an interdependent self-concept view their traits, abilities, and characteristics within the context of a particular relationship.

    Answer: true

    Page: 49

    Heading: Self-Concept Development

17. Prejudice can include positive emotions if your stereotype of a group has many positive attributes.

    Answer: true

    Page: 42

    Heading: Stereotyping

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18. Independent self-perceptions are those personality traits and abilities we consider to be internal and universally applicable.

    Answer: false

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    A-Head: Self-Concept Development

19. Forming stereotypes for categories of people is always a bad thing and is avoidable.

    Answer: false

    Page: 40

    Heading: Making Sense of the Social World—Memory

20. Positive impression management strategies can backfire if they appear manipulative.

    Answer: true

    Page: 53

    Heading: Self-Concept Affects Impression Management Strategies

Essays

1. What are the guidelines that can aid you in improving social cognition?

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    Heading: Improving Social Cognition

2. Discuss the factors likely to influence our first impressions of others.

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    Heading: Judgment—Impression Formation

3. Discuss the factors likely to influence our self-esteem.

    Page: 48

    Heading: Self-Concept Development

4. Describe the three key steps in the social cognition process and the factors that influence those steps.

    Pages: 37–40

    Heading: Making Sense of the Social World

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