Chapter 2
Perceiving the Self and Others

MyCommunicationLab Resources

Pre-Test, Study Plan (with various resources), Video Quiz, Flashcards, Post-Test, Chapter Exam.

Chapter At a Glance

Brief Chapter Outline	Learning Objective	Instructor Manual Resources	Text Resources
Why It Matters **Definition of Perception and Self-Concept** **Review Questions** – Define *perception* and *self-concept*. What is the relationship between the two? – What are some ways that self-concept affects communication? – Why is understanding perception and the self-concept important to our lives?	2.1 Define *perception* and *self-concept*.	2.1.1 Perception and Reality	
Perception, Self-Concept, and Civility **Review Questions** – What is the relationship among perception, self-concept, civility, and ethics?	2.2 Describe the relationship among perception, self-concept, and civility.		
Stages in the Perception Process **Review Questions** – What are the three stages in the perception process, and what influences how we engage in the three stages?	2.3 Identify the three stages that make up the perception process.	2.1.2 Why Do I Even Watch Television Commercials? 2.4.1 Power and Position or Connection and Communication?	p 31 Figure 2.1 Figure-Ground Organization p. 32 Figure 2.2 Organization Based on Proximity p. 33 Figure 2.3 Do You Know These Phrases? p. 35 Ask the Ethicist—Influencing Others' Perceptions of Me
Theoretical Perspectives about Perception	2.4 Explain two theoretical	2.1.3 Taking Credit or	p. 37 Table 2.1

Review Questions – How do culture, the workplace and your career, and gender influence perception and the self-concept? – Define *culture* and *co-culture*. Describe cultures that are primarily individualistic and those that are primarily collectivistic. – How do the fundamental attribution error and the self-serving bias influence perception? – Describe implicit personality theory and the halo effect and how they affect perception.	perspectives about perception.	Assigning Blame 2.3.1 Making Attributions	Individualist and Collectivist Cultures
Characteristics of the Self-Concept **Review Questions** – What are *self-image* and *self-esteem*, and how do they influence the perception of the self?	2.5 Describe two characteristics of the self-concept – self-image and self-esteem – and explain the importance of several environmental influences.	2.1.4 "Thank You!" or "Oh, It Was Easy" 2.1.5 What Others Say about Me and How I Compare Myself to Others 2.2.1 Responding to Compliments, Opposing Viewpoints, and Acknowledging Accomplishments 2.2.2 Setting Realistic Goal Statements	p. 39 Figure 2.4 The Relationship Among Self-Concept, Self-Image, and Self-Esteem p. 39 Tech Check—Assessing Your Ability to Self-Monitor p. 40 Trends in Technology and Social Media— Perception, Self-Concept, and Computer-Mediated Communication p. 43 A Case Study in Ethics— "I'm a Loser…"
Improving Our Ability to Communicate Civilly and Effectively about our Perceptions **Review Questions** – What is *fact*, and what is *inference*? How can we distinguish fact from inference? – What is a perception check? How can perception checks help us communicate our perceptions in a civil manner?	2.6 Use the skill of perception-checking to improve your civil communication.	2.2.3 Perception Checking 2.5.1 Perceiving Your Ability to Speak in Public	p. 44 Table 2.2 Perception Checking

Lecture Launchers and Discussion Topics

Lecture Launchers

1. Can you remember a time when what you thought you saw and perceived wasn't really what was happening? Why do you think those errors in perception occurred?
2. How does your self-concept affect the way you communicate?
3. Can you think of a time you engaged in the fundamental attribution error and self-serving bias?
4. How do you think perception influences civility and ethics?

Discussion Topics

1. Figure 2.1: Figure-Ground Organization (p. 31)
2. Figure 2.2: Organization Based on Proximity (p. 32)
3. Figure 2.3: Do You Know These Phrases? (p. 33)
4. Ask the Ethicist: Influencing Others' Perceptions of Me (p. 35)
5. Table 2.1: Individualist and Collectivist Cultures (p. 37)
   a. How have you seen these differences played out in your experiences?
   b. How do cultural differences create perceptual differences?
6. Figure 2.4: The Relationship Among Self-Concept, Self-Image, and Self-Esteem (p. 39)
7. Tech Check: Assessing Your Ability to Self-Monitor (p. 39)
8. Trends in Technology and Social Media: Perception, Self-Concept, and Computer-Mediated Communication (p. 40)
9. A Case Study in Ethics: "I'm a Loser…" (p. 43)
10. Table 2.2: Perception Checking (p. 44)

Detailed Chapter Outline

2.1 Define *perception* and *self-concept*.

Why It Matters [Slide 3]

1. We communicate with people who hold different perceptions than we do
2. We sometimes disagree about the nature of "reality"
3. Perspective-taking allows us to communicate with restraint, respect, and responsibility

   Discussion Point
   Activity 2.1.1: Perception and Reality

Definition of Perception and Self Concept [Slide 4]

1. Perception—process of selecting, organizing, and interpreting sensory information
2. Self-concept—how we perceive ourselves
   a. Formed, sustained, and changed by interactions with others
   b. Healthy self-concept results in a realistic view of one's strengths and weaknesses
   c. Unhealthy self-concept results in exaggerated and unrealistic perceptions

2.2 Describe the relationship among perception, self-concept, and civility.

Perception, Self-Concept, and Civility [Slide 5]

1. There is a relationship between words used to describe oneself and civil communication
2. When the focus is on one's own rights, civil communication is compromised
3. People without self-control engage in uncivil communication as well as other uncivil acts
4. Self-control is not giving up self-expression; it is choosing to express some things and not others

2.3   Identify the three stages that make up the perception process.

Stages in the Perception Process **[Slides 6-11]**

1.   Selection—choosing stimuli from the environment
    a.   Salience—we select stimuli because of their interest, use, and meaning to us
    b.   Vividness—we select stimuli because they are noticeable

>   **Discussion Point**
>   **Activity 2.1.2: Why Do I Even Watch Television Commercials?**

2.   Organization—when we categorize selected stimuli to make sense of it
    a.   Schemas—mental templates used to categorize
    b.   Stereotypes arise when we ignore the possibility of individual differences within our schema
    c.   Figure-ground organization—when a portion of the stimuli is the focal point of our attention (figure) and the rest is placed in the background (ground)

>   **Discussion Point**
>   **Figure 2.1: Figure-Ground Organization (p. 31)**

    d.   Proximity—when we group stimuli based on their physical closeness to one another

>   **Discussion Point**
>   **Figure 2.2: Organization Based on Proximity (p. 32)**

    e.   Similarity—when we group elements together based on characteristics they share
3.   Interpretation
    a.   Expectancy—we become accustomed to seeing stimuli a particular way and fail to perceive alternatives
    b.   Familiarity—the level of experience we have with stimuli

>   **Discussion Point**
>   **Figure 2.3: Do You Know These Phrases? (p. 33)**

4.   Differences in perception
    a.   Boys and men tend to perceive communication as a means to an end
        (1)   Negotiating power
        (2)   Asserting identity
        (3)   Solving problems
        (4)   Argue a point of view
    b.   Girls and women tend to perceive communication as an end in itself
        (1)   Social connection
        (2)   Establishing and maintaining relationships
    c.   Affected by one's career focus
    d.   Affected by position in organizational hierarchy

>   **Discussion Point**
>   **Activity 2.4.1: Power and Position or Connection and Communication?**

>   **Discussion Point**
>   **Ask the Ethicist: Influencing Others' Perceptions of Me (p. 35)**

        1.   Is it ethical for me to do things that will affect the perceptions others have of me? What's the line between trying to look my best and manipulating others?
        2.   Is there a difference between these two actions?
        3.   Where do you draw the line?
        4.   Is it okay to embellish a resume?

2.4   Explain two theoretical perspectives about perception.

Theoretical Perspectives About Perception [Slides 12-20]

1. Attribution theory
   a. Fundamental attribution error—overemphasize personality characteristics and underemphasize situational characteristics when explaining another's behavior
   b. Self-serving bias—attribute successful performances to our personalities and unsuccessful performances to our situations

      Discussion Point
      Activity 2.1.3: Taking Credit or Assigning Blame

      Discussion Point
      Activity 2.3.1: Making Attributions

2. Implicit personality theory—the belief that particular personality characteristics cluster together
   a. If a person has one characteristic, we expect others
   b. Halo effect—we perceive a person has many positive characteristics when we perceive a few
   c. Expectations may lead to incorrect perceptions
3. Cultural influences on perception
   a. Culture creates characteristic behaviors based on shared beliefs, values, and assumptions
   b. Cultural patterns—the particular beliefs and values associated with our specific culture

      Discussion Point
      Table 2.1: Individualist and Collectivist Cultures (p. 37)

   c. Individualist cultures
      (1) Tend to be self-reliant and competitive
      (2) Friends based on shared activities
      (3) Believe in reward for personal success and blame for personal failure
      (4) Individuals are responsible for their own lives and outcomes of decisions
      (5) Belief in individual identities
   d. Collectivist cultures
      (1) Group is expected to take care of members
      (2) Long-lasting friendships are not necessarily based on interests
      (3) Belong to fewer groups
      (4) Typically believe that life is determined by forces outside our control
      (5) Don't typically blame a person for choices and actions that result in undesirable outcomes
   e. Co-cultures and perception
      (1) Co-culture—a group within a larger dominant culture that has its own values and beliefs
      (2) Co-cultures are based on ethnicity, race, sexual orientation, gender, class, ability, and age

2.5 Describe two characteristics of the self-concept – self-image and self-esteem – and explain the importance of several environmental influences.

Characteristics of the Self-Concept [Slides 21-26]

1. Self-concept—perceptions we have of ourselves

   Discussion Point
   Figure 2.4: The Relationship Among Self-Concept, Self-Image, and Self-Esteem (p. 39)

   Discussion Point

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Activity 2.1.4: "Thank You!" or "Oh, It Was Easy"

Discussion Point
Activity 2.1.5: What Others Say About Me and How I Compare Myself to Others

Discussion Point
Activity 2.2.1: Responding to Compliments, Opposing Viewpoints, and Acknowledging Accomplishments

Discussion Point
Activity 2.2.2: Setting Realistic Goal Statements

    a. Self-image—the characteristics we believe we possess
    b. Self-esteem—what we perceive to be valuable about aspects of our self-image

> **Discussion Point**
> **Tech Check: Assessing Your Ability to Self-Monitor (p. 39)**
>
> **Discussion Point**
> **Trends in Technology and Social Media: Perception, Self-Concept, and Computer-Mediated Communication (p. 40)**
>
> 1. What type of information, fonts, colors, and/or photos that illustrate facets of your personality do you have on your website, Facebook profile page, etc.? What would you include?
> 2. How would compare a private space (such as a bedroom) you have decorated to one of your SNS sites in terms of its ability to say something about you? Which do you think is more accurate? Why?
> 3. Have you been accepted as a Facebook "friend" by one of your instructors? Have your instructor's posts influenced your perceptions of her or him?
> 4. Might there be other ways of enhancing our self-esteem that don't involve reviewing and editing information on our Facebook profile?

2. The influence of others on the self-concept
    a. Our view of self is shaped by communication with others
    b. Pygmalion effect—people important to us influence our self-concept through expectations
    c. Social comparison—we respond negatively when others do better than us on an important task, even if we received positive feedback on our performance
3. The influence of culture on self-concept
    a. Individualistic cultures make "I" statements that emphasize autonomy
    b. Collectivist cultures make "I" statements that emphasize connections to others
4. The influence of the workplace on self-concept
    a. People at work influence feelings of self-efficacy, or belief in your ability to manage different situations
    b. Affects our choice of career
    c. Role models can increase feelings of self-efficacy
5. The influence of gender on self-concept
    a. Women focus on care and concern for others when describing self
    b. Women are also more concerned about body image and physical appearance
    c. Men tend to describe themselves in terms of ambition, energy, power, and control

> **Discussion Point**
> **A Case Study in Ethics: "I'm a Loser…" (p. 43)**
>
> 1. Do you believe the "I'm a loser" sentences are an ethical way to motivate students to complete their homework?
> 2. Do you believe that writing loser sentences effectively influences self-concept and behavior?

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       3.   Is it acceptable for students to call each other "loser" but not acceptable for teachers to apply this term to their pupils?

2.6 Use the skill of perception-checking to improve your civil communication.

Improving Our Ability to Communicate Civilly and Effectively About Our Perceptions **[Slide 27]**

1.   Perception check

        Discussion Point
        Activity 2.2.3: Perception Checking

        Discussion Point
        Table 2.2: Perception Checking (p. 44)

     a.   Description of sense data
        (1)   Fact—independently verifiable
        (2)   Inference—interpretation based on fact
     b.   Offer interpretation in tentative manner
     c.   Request for feedback—asking other if our interpretations are correct

Chapter Overview/Summary

Overview

In this chapter, we'll learn about perception and the self-concept. We will learn about the relationship among perception, self-concept, civility, and ethics. In addition, we will read about the stages in the perception process and theoretical perspectives about perception. We will learn about the characteristics of the self-concept and how to communicate civilly about our perceptions.

Summary

Now that you have read Chapter Two:

- You understand how to define *perception* and *self-concept*.

Perception occurs when sense data, or what we see, hear, smell, taste, and/or touch is transmitted to the brain. The self-concept refers to how we perceive ourselves. No matter how we perceive ourselves or how others perceive us, the self-concept is inextricably entwined with perception and communication.

- You understand why perception and self-concept are important in your daily life.

Understanding perception is important to your everyday life. We often communicate with people who hold different perceptions than we do. Similarly, just as communication affects our self-concept, our self-concept affects how we communicate with others. Understanding perception and self-concept are also important in your everyday life as they relate to culture, your career, and gender. You may interact with people from various cultures and wonder why they perceive situations differently than you do, especially when these situations force you to focus on an individual or on a group. You may find that your career, your position in an organizational hierarchy, and your coworkers influence how you perceive the world. In addition, you may discover that members of the opposite gender don't perceive circumstances or themselves the same way you do. Understanding how culture, the workplace, and gender influence how we perceive the self and others can help us avoid communication based on mistaken perceptions and help us become civil communicators.

- You know about the relationship among perception, self-concept, civility, and ethics.

Some scholars contend that today's "vocabulary of the self" reflects the overemphasis on individualism as a societal value and is devoid of responsibility and accountability. In addition, respect

for others and restraining our desires appear to be losing to what has been described as the "rights talk" that is pervasive in modern society. Because we perceive that we have minimal, if any, obligations to others, we easily confuse desires with "rights" and turn to the Constitution to protect offensive speech and behavior. However, although uncivil communication may be constitutionally protected, it doesn't mean it is "right" or that we should engage in such behavior. It is indeed possible to perceive that "having a right" doesn't mean that it is "right" to act on that right.

- You are familiar with the stages in the perception process and theoretical perspectives about perception.

Perception is the process of selecting, organizing, and interpreting sensory information. During selection, we select from the environment the stimuli to which we will attend. Organization occurs when we categorize the stimuli we have selected from the environment to make sense of it. Interpretation occurs when we assign meaning to the stimuli that we have selected and organized from the environment and is influenced by expectancy and familiarity. Attribution theory explains how we create explanations or attach meaning to our own or another's behavior. The fundamental attribution error occurs when we tend to overemphasize inherent characteristics or personality and underemphasize situational factors when we explain the reasons for others' behavior. The self-serving bias occurs when we tend to attribute successful behavior to inherent characteristics or our personality and our unsuccessful behavior to situational factors. Implicit personality theory illustrates that we tend to perceive others based on a set of beliefs that tell us which characteristics relate to other characteristics. We typically believe that personality traits cluster together; therefore, if we perceive a person to have one characteristic or trait, we assume that they will have a number of other similar traits or characteristics. Implicit personality theory contributes to the halo effect, which causes us to perceive that a person holds many positive qualities if you believe she or he possesses one or a few positive qualities.

- You understand the characteristics of the self-concept.

Our self-concept is also affected by our self-image, or the characteristics we believe we possess (e.g., strengths and weaknesses, personality traits) and our self-esteem, or how we evaluate these characteristics. Healthy self-concepts can result in a realistic acknowledgment of our strengths and weaknesses, but unhealthy self-concepts can cause us to downplay our strengths or exaggerate our accomplishments. The Pygmalion effect illustrates the way our significant others influence our self-concept. Our self-concept is also influenced when we engage in social comparison with others.

- You are able to communicate civilly about your perceptions.

Knowing that we can perceive the same things differently than others and engaging in perspective-taking are the first steps in improving our ability to perceive and to communicate civilly about our perceptions. We can also improve our perceptions by learning the difference between sense data and interpretations; that is, "fact" and "inference." In addition, we can improve the civil communication of our perceptions by engaging in perception-checking, which includes a description of sense data, at least one interpretation (perception) of the sense data, and a request for feedback.

Civility Summary

Overall, remember that civility, listening, and supportive communication involve the following:

- Civil conversation partners realize that while their own perspectives may be accurate, they can see the validity in the perspectives of others.
- Although uncivil communication may be constitutionally protected, it doesn't mean it is "right" or that we should engage in such behavior.

- Self-control or restraint doesn't mean that we must restrict our everyday behaviors or that we must eliminate self-expression. However, it does mean that we should realize that everything we want to express may not be worthy of expression.
- Although it may appear that we give up self-expression when we exercise civility, in truth, restraint can be much an expression of ourselves as is unfettered behavior.

Activities

2.1 Explore and Exchange

2.1.1   Perception and Reality

With a partner or in a group, discuss some examples of perceptions that you hold or have held in the past that were at odds with other people's perceptions. For example, perhaps you and a partner disagreed about perceptions regarding a particular movie, a meal at a restaurant, someone's character or personality, or a controversial topic. Did any of the disagreements about whose version of reality was "correct" escalate into an argument? Were you or your conversation partner eventually able to realize some validity in the other's perspectives and/or conclude that your own version of reality was suspect? How did you or your conversational partner communicate this realization?

2.1.2   Why Do I Even Watch Television Commercials?

With a partner or in a group, think about television commercials that consistently "grab your attention," whether or not you like them. Describe the commercials, and discuss whether you select them from the environment because they mean something to you or because they are noticeable (e.g., they are intense, large, or repetitious, or they include lots of movement or action).

2.1.3   Taking Credit or Assigning Blame

With a partner or in a group, identify and then discuss situations involving you or someone you know that illustrate the fundamental attribution error and the self-serving bias. For example, can you remember a time when you or someone else blamed a victim for his or her misfortunes? Have you or has someone you know ever taken credit for an achievement that was at least partially based on luck or on the work of others? Can you recall a situation when you or someone else minimized personal responsibility for a less-than-optimal outcome? After you share your examples of the fundamental attribution error and the self-serving bias, discuss ways we can prevent faulty attributions from biasing our perceptions.

2.1.4   "Thank You!" or "Oh, It Was Easy"

Although you may think you reply to compliments, defend opinions, and communicate about your accomplishments in a competent manner, others may perceive you differently. To gain insight about how your self-concept may affect your communication, ask a minimum of three trusted friends and/or family members for an honest appraisal of how you communicate in terms of praise, opposing viewpoints, and accomplishments. Ask for specific examples regarding the topic of the interactions and what and how you communicated. Based on what you learn, reevaluate your ability to reply to compliments, defend opinions, and communicate about your accomplishments in a competent manner.

2.1.5   What Others Say About Me and How I Compare Myself to Others

- Have family members, friends, teachers, or coaches influenced your self-concept?
- Have you ever compared your clothing, athletic ability, or even success with a relationship partner to a friend's?

With a partner or in a small group, discuss those aspects of your self-concept that have been influenced by significant others and social comparison. Which has influenced your self-concept the most? Which do you think provided the most realistic information regarding your self-concept?

<u>2.2   Perform and Practice</u>

2.2.1   *Responding to Compliments, Opposing Viewpoints, and Acknowledging Accomplishments*

Although you may think you reply to compliments, defend opinions, and communicate about your accomplishments in a competent manner, it is important to remember that communication competence is an impression based on others' perceptions. To gain insight about how your self-concept may affect your communication, ask a minimum of three trusted friends and/or family members for an honest appraisal of how you communicate in terms of praise, opposing viewpoints, and accomplishments. Ask for specific examples regarding the topic of the interactions and what and how you communicated. You may be surprised at what you learn.

2.2.2   *Setting Realistic Goal Statements*

Are there any characteristics associated with your self-concept that you wish to change? Choose one aspect of your self-concept that you would like to alter. Your choices need not be monumental; for example, you may wish to change your perception of yourself as a procrastinator. Write two or three realistic and manageable goal statements regarding the aspect of your self-concept that you desire to change. Examples of "procrastination" goal statements are "I will work on an assignment each day for fifteen minutes until it is complete" and "I will create a 'computer curfew' so I can spend most of the night studying." Discuss your goal statements with your classmates and ask for feedback about their realism and practicality. Remember these goal statements when you find yourself beginning to exhibit the aspect of your self-concept that you want to change. Read your goal statement(s) daily, don't give up, and soon you may find that you have successfully altered for the better a behavior associated with your self-concept.

2.2.3   *Perception Checking*

With a partner or in a group, practice perception checking by responding to the following situations with sense data, one or two interpretations, and a request for feedback.

Situation One:

- You and your relational partner usually surprise each other with small gifts on the monthly anniversary of your first date. Your partner hasn't sent you a note, presented you with a gift, or even mentioned your anniversary this month. You decide to speak with your relational partner and use a perception check.

Situation Two:

- You are working on a group project for your communication class. Someone in your group seems to criticize each suggestion you make about the project. You decide to talk to this person and communicate a perception check.

Situation Three:

- You are at a coffee bar and are waiting to pay for your drink. Your server appears to glance in your direction yet does not stop when you attempt to make eye contact. When you finally do manage to speak with the server, you decide to use a perception check.

Situation Four:

- You ask a classmate to meet you at the library so you can study together for an upcoming test. Your classmate doesn't show up, and you decide to communicate a perception check when you see her or him in class the next day.

Situation Five:

- You and a coworker usually meet every Wednesday to have lunch in the corporate cafeteria. However, the coworker has begged off your lunch meetings three times in a row. You decide to perception check to find out why your coworker has "avoided" your get-togethers.

2.3 Out of the Seat

2.3.1   Making Attributions

This exercise takes students outside of the classroom for about ten minutes and takes about ten minutes to debrief.

Divide the class into groups of four or five. Each group will decide on a person to observe outside the classroom to record attributions about. Each group observes the same person and records those observations, but without sharing them with one another. After the observation period. bring groups back inside to share their observations. Focus on differences within the group when the group was observing the same person. How do these observations reflect the assumptions of attribution theory and implicit personality theory?

2.4 Computer Connection

2.4.1   Power and Position or Connection and Communication?

Do you believe that women and men perceive communication differently, even when using social media? For the next two days, keep a log of the phone calls, texts, IMs, emails, and SNS posts that you receive and read. Divide the posts and messages that you record into one of two categories: instrumental/goal-oriented/status-centered; and cooperative/relationship-oriented/support-centered. Indicate in your log whether the messages and posts were created by men or by women. In addition, keep track of the messages and posts that *you* create. With a partner or in a group, discuss the following questions:

- Were the majority of instrumental/goal-oriented/status-centered messages and posts created by men?
- Were the majority or cooperative/relationship-oriented/support-centered messages and posts created by women?
- Do you believe the medium or channel itself (i.e., phone calls, texts, IMs, emails, and SNS posts) influenced the creation of the messages and posts? If so, how?
- Can we suggest that gender-related research conclusions about perceptions of face-to-face communication apply to communication that is mediated?

2.5 Set to Speak

2.5.1   Perceiving Your Ability to Speak in Public

How do you perceive your public speaking ability? While you may perceive yourself to be an average speaker because of your speech anxiety, your classmates may perceive you as an excellent speaker because they don't perceive you as being nervous. Remember that the internal conditions you may experience and perceive as a sign of nerves, including a rapid heartbeat, shortness of breath, weak knees, and a stomach in knots, will *not* be perceived by your audience. Later in this textbook you will learn about stage fright and how it can be managed. For now, understand that stage fright is a typical reaction to public speaking; it is probable that everyone in your class will experience anxiety when it's their turn to speak. In addition, the more we concentrate on "telling our story," the less we perceive the symptoms of stage fright.

To help determine your and your audiences' perception of stage fright, deliver a short speech on a topic about which you are particularly enthused (e.g., special effects in films, customizing cars, your favorite music and singers, etc.) This topic should help you concentrate on telling your story and minimize your perceptions of stage fright. When you are finished delivering your speech, ask your

audience if they thought you appeared nervous. More often than not, your audience will not perceive your stage fright and you will realize that we tend judge ourselves more critically than does our audience.

Web Links

http://www.essentiallifeskills.net/self-concept.html, Develop a Healthy Self-Concept

http://motivation.wonderhowto.com/how-to/improve-interpersonal-perception-231172/, Improving Perception Skills

Additional Readings

Adler, Ronald B. and George Rodman "Perceiving the Self." *Making Connections: Readings in Relational Communication*. 4ᵗʰ ed. Eds. Kathleen M. Galvin and Pamela J. Cooper. (CA: Roxbury, 2006), 75-79.

Cissna, Kenneth N., and Rob Anderson "Communication and the Ground of Dialogue." *The Reach of Dialogue: Confirmation, Voice, and Community*. Rob Anderson, Kenneth N. Cissna, and Ronald C. Arnett, Eds. (NJ: Hampton Press, 1994), 9-30.

Kollock, Peter, and Jodi O'Brien "A Perspective for Understanding Self and Social Interaction," *The Production of Reality: Essays and Readings on Social Interaction* (3rd ed).   Jodi O'Brien and Peter Kollock, Eds. (Thousand Oaks, CA: Pine Forge Press/Sage, 2001), 35–59.

Shaver, Kelly G. *An Introduction to Attribution Processes* (Mahwah, NJ: Lawrence Erlbaum Associates, 1983).

Media Resources

MyCommunicationLab Video: Art Appreciation

MyCommunicationLab Video: Sarah's Blog

MyCommunicationLab Video: I'm Not Angry

My CommunicationLab Video: Diana Ivy Discusses Gender Communication

MyCommunciationLab: Perception, Facts, Assumptions, and Bias

MyCommunicationLab: Perception of Self and Others in "The Saga of Susan and Juan"

Susan and Juan have just finished Thanksgiving dinner at Susan's home. Juan met Susan's parents for the first time during the dinner. Susan and Juan appear to have different perceptions about her parents' comments and the success of the evening overall. You can view *The Saga of Susan and Juan* by accessing the "Small Group and Interpersonal Videos" on the MyCommunicationLab website. Answer the following questions about Susan and Juan's perceptions:

- How do Susan and Juan's perceptions differ regarding her parents' reactions to Juan's employment status?
- How might the culture, workplace, and gender contexts affect Susan and Juan's perceptions of her father's comments and the outcome of the evening overall?
- Describe Juan's self-image and self-esteem based on the situation depicted in this video.
- Could perception checking have helped Susan and Juan engage in competent communication? Create a perception check that may have facilitated their interaction.
- Do you think that Susan and Juan communicated in a civil and ethical manner as they attempted to resolve the situation? Explain.

Chapter 3
Civil Verbal Communication

MyCommunicationLab Resources

Pre-Test, Study Plan (with various resources), Video Quiz, Flashcards, Post-Test, Chapter Exam.

Chapter At a Glance

Brief Chapter Outline	Learning Objective	Instructor Manual Resources	Text Resources
Why It Matters **Definition of Verbal Communication** **Review Questions** – What is verbal communication? – Why is verbal communication important in your everyday life?	3.1 Define *verbal communication*.		
Verbal Communication and Meaning **Review Questions** – What is the triangle of meaning, and how does it describe verbal communication? – What are denotative and connotative meanings? – Describe jargon and slang and provide examples of them. – How does gender affect verbal communication? In what way does gossip relate to gender and verbal communication? – Describe and explain the Coordinated Management of Meaning.	3.2 Explain the relationship between verbal communication and meaning.	3.3.1 Playing Games 3.1.1 Your Use of Slang 3.1.2 Secret Codes 3.1.3 American Euphemisms 3.4.1 "Collateral Damage" or "Murder of Innocent Civilians"?	p. 49 Figure 3.1 Ogden's Triangle of Meaning p. 50 Figure 3.2 Denotative and Connotative Meaning p. 53 Trends in Technology and Social Media—"GR8 Tweet!" p. 54 Figure 3.3 Pearce and Cronen's the Coordinated Management of Meaning
Verbal Communication and Thought **Review Questions** – What are low-context and high- context cultures, and how do they approach verbal communication? – What is the difference	3.3 Explain how verbal communication can influence thought.		p. 57 Table 3.1 Low-Context and High-Context Cultures