

1. Using Perception to Understand Yourself and Others

Directions

- 1) Type one paragraph using first-person voice for each of the following three questions:
 - A. How have at least two barriers to an accurate self-concept recently played a role in YOUR perceptions? Some common barriers may include: Self-defeating assumptions. You think you can't, so you don't; Goals that are too big or too distant; Declaring victory too soon; Do-it-yourself-ing; Blaming someone else; Defensiveness; Neglecting to anticipate setbacks; Over-confidence. For examples, please refer to this website:
<https://hbr.org/2014/01/overcome-the-eight-barriers-to-confidence> (5 points)
 - B. How have at least two barriers to an accurate perception of others recently played a role in YOUR perceptions? Some common barriers may include: Selective Perception; Stereotyping; Halo Effect; Projection; Expectations. For examples, please refer to this website:
<https://www.myeducator.com/reader/web/885/chapter2/gq5x3/> (5 points)

You may want to use the following outline to help organize and fully develop your paragraphs:

First Paragraph:

Topic Sentence: Capture the idea that your paragraph will be about YOUR recent barriers to an accurate self-concept.

Supporting Details:

1. Example of one recent barrier to an accurate self-concept
2. Example of another recent barrier to an accurate self-concept

Concluding Sentence: Rephrase your topic sentence

Second Paragraph:

Topic Sentence: Capture the idea that your paragraph will be about YOUR recent barriers to accurate perceptions of others.

Supporting Details:

1. Example of one recent barrier to an accurate perception of others
2. Example another recent barrier to an accurate perception of others

Concluding Sentence: Rephrase your topic sentence

- C. Because our perceptions of self and others are often inaccurate, we should logically conclude that we need to check our perceptions for accuracy. Therefore, add one to two more paragraphs showing yourself using the **Perception Checking Process** (Check out this website: <http://www.amy-castro.com/perception-checking-three-simple-steps-for-avoiding-unnecessary-conflict/> or this website: https://creducation.net/resources/perception_checking/perception_checking_procedure.html) in a situation in YOUR life. (This may be a situation that occurred on the job, at home, spending time with a friend, or another situation of your choosing.) Continue to use first-person voice for these paragraphs as well. (5 points)

The Perception Checking Process:

- Step 1: Determine the exact behavior that triggered your perception. Describe (in an open and non-accusatory manner) the specific behavior you observed
- Step 2: Identify your initial interpretations of the behavior with two or three possible interpretations.
- Step 3: Ask the other person to verify or correct your interpretations.

Explain your situation by covering steps 1 and 2 of the Perception Checking Process in your third paragraph, and step 3 of the Perception Checking Process in your fourth paragraph. Be sure the reader can clearly identify all three steps in the process. This means you may need to include background information to assist the reader in understanding the scenario you are presenting. You may want to use the following outline to help organize and fully develop your paragraphs:

Paragraph 3:

Topic Sentence: Capture the idea that barriers in perceptions exist; therefore, the Perception Checking Process could help you more accurately perceive others.

Supporting Details:

1. Discuss the situation and the exact behavior(s) that triggered your perception
2. Discuss your initial interpretation(s) of the behavior(s), but also discuss other possible interpretations that you thought of as well.

Concluding Sentence: Rephrase your topic sentence and transition to the next paragraph.

Paragraph 4 if necessary:

Topic Sentence: Capture the idea that the paragraph will be showing what you would say to the other person(s) when using the Perception Checking Process.

Supporting Details:

1. Show evidence of understanding the Perception Checking Process by providing your actual script/dialogue (using open and non-accusatory

language) for the specific behavior(s) you observed, along with two or three possible interpretations.

2. End your script/dialogue with your request for clarification of the person's behavior.

Concluding Sentence: Rephrase your topic sentence or conclude with a closing thought about the effectiveness or necessity of checking your perceptions.

2. the Interviewee:

1. Did the student give a clear explanation of the type of information he/she was seeking, and why he/she was seeking this information
2. What were your reactions to the way in which the student conducted the interview? (Use of prepared and follow-up questions, listening, taking notes, etc.?)
3. What were your reactions to the student as an individual? (What could he/she do to improve the personal impressions that he/she made? What specifically might be corrected? For example: confidence, initiative, eye contact, vocabulary, interest, etc?)
4. What specific suggestions do you have for this student that might help him/her in future interviewing situations of this kind? What did he or she forget to do?
5. On the basis of this interview, would you say the student was exceptionally prepared, moderately prepared, marginally prepared, or not prepared for this interview?

3. Developing Strategies for Overcoming Communication Apprehension

Directions

1. Complete the Personal Report of Communication (PRCA-24) by completing the assessment at the end of this PAT.
2. Following the directions on the document, determine your Group, Meeting, Dyadic, Public, and Overall communication apprehension scores.
3. Watch the video on Communication Apprehension
4. Read the information provided on the web sites.
5. Read Chapter 12, focusing on pages 310-315 (Building Your Confidence as a Public Speaker).
6. In a paragraph, give a detailed example of when you have experienced communication anxiety caused by the situation or yourself.

7. In a second paragraph, use the suggestions for the YouTube video, the posted readings or your text, and explain how the communication anxiety could have been reduced in the prior explained situation or in a future communication situation.

4. Informative Biography Speech Approval Form

Field: Nursing

1. Who is the person this speech will focus on?
2. How is this person positively important to your field of study? Briefly explain.
 - A. What are you studying? (accounting, **nursing**, public safety, etc.)?
 - B. How does this person “positively” connect to this area of study?
3. How do you propose narrowing this speech to 2-3 main points? In other words, what do you think will be your 2-3 main points? Each point needs to be a complete thought, especially beyond a word or two and limited to only one idea.
 - I.
 - II.
 - III.
4. List at least two legitimate references (Wikipedia and blogs are not considered legitimate resources) **in APA format** that you will use to research this person. **Remember the outline and speech do require more than two references.** If unfamiliar with APA formatting, please refer to Cengage posted book, **Pocket Guide to APA Style**, or this online resource: <https://owl.english.purdue.edu/owl/resource/560/01/> (2 pts. each)

Reference 1 (in APA format):

5. Outline Must have Draft and Final outline/Reference page for both: informational biography Speech

The outline must be in Word.

References in APA format.

Put the words “Introduction”, “Body”, and “Conclusion” on the outline.

Refer to the completed example.

Refer to the Cengage book, *Pocket Guide to APA Style*, or the Owl web site (<http://owl.english.purdue.edu/owl/resource/560/01/>), or the below basic examples, for assistance with APA format.

Introduction

- I. Your Attention Getter (The first thing you say to get our attention.)
- II. Your Specific Purpose (To inform my audience ...)
- III. Your Preview/Central Idea. (You only need one (1) sentence that previews all the main points in the body.)

Body

- I. Your first point (Only 1 idea per point.)
 - A. A subpoint to the first point
 - B. A second subpoint to the first point
- II. Your second point
 - A. A subpoint to the second point
 - B. A second subpoint to the second point
- III. Your third point
 - A. A subpoint to the third point.
 - B. A second subpoint to the third point.

Conclusion

- I. Remind us of your specific purpose (What you wanted us to know or do.)
- II. Summarize the main points (This is only 1 sentence like the preview.)
- III. Return us to your opening attention getter (This is only 1 sentence.)

REFERENCE EXAMPLES

Reference List: Basic Rules to following APA Guidelines:

Your reference list should appear at the end of your paper/outline. This provides the information necessary for a reader to locate and retrieve any source you cite. Each source you cite must appear in your reference list; likewise, each entry in the reference list must be cited.

Your references should begin on a new page separate from the outline; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced.

Basic Rules

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- Present the journal title in full.
- Maintain the punctuation and capitalization that is used by the journal in its title.
 - For example: *ReCALL* not *RECALL* or *Knowledge Management Research & Practice* not *Knowledge Management Research and Practice*.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

(<http://owl.english.purdue.edu/owl/resource/560/05/>)

6. Recognition and Analysis of Nonverbal Categories

Purpose

Pay attention to the non-verbal world you live in. Define and discuss the non-verbal categories, document observations, and write a two-paragraph analysis.

Directions

Step 1-DEFINE in your own words the six categories of Non-Verbal Communication: Kinesics, Proxemics, Haptics, Chronemics, Artifacts, and Paralanguage. See pages 59-71, Section 3-2a, in your textbook and online at <https://courses.lumenlearning.com/suny-introductiontocommunication/chapter/types-of-nonverbal-communication/> for more information. (6 pts.)

Step 2- DOCUMENT, in a journal, TWO observations representing each of the six non-verbal communication categories: Kinesics, Proxemics, Haptics, Chronemics, Artifacts, and Paralanguage. The TWO observations need to be from your personal and/or professional life. Your twelve (12) observations will NAME and DESCRIBE the observation. Each dated entry will give specific details such as, Who, What, Where and When and will be written in a complete paragraph. (12 pts.)

Step 3- ANALYZE two categories that you documented in Step 2 by writing two paragraphs describing how the observation has relevance to your personal and/or professional life. Use specific details gathered from the observations found in Step 2 in your written analysis. Your two paragraphs should be well-written paying close attention to spelling and grammar conventions.

(10 ts.)

7.Co-culture Approval Form

Answer must be answer separately on their questions

1. What is the **co-culture** of the person you plan to interview? If unsure what a co-culture is, please refer to the posted readings on this topic.
2. How is this co-culture different from yourself?

3. How do you plan to interview this person? In-person? Over the phone? Skype?
4. From your personal knowledge of this person, what goal (assimilation, accommodation, or separation) do you believe this person has with the dominant culture? Again, refer to the handout. Why?
5. What do you expect/hope to learn from this person regarding their co-culture?

8.The Influence of Culture on Communication

1. Read the scanned 3-page article, "What are Cultures?" Pay particular attention to "The Goals of Non-Dominant Cultural Communication."
2. Paragraph must have more than 5 to 7 sentences

Paragraph 1:

1. What is the co-culture of the person you interviewed?
2. Where and when did the interview occur? Be specific.
3. What goal of communication, in reference to communicating to the dominant group, does this person predominantly use? (Please refer to the goals on non-dominant cultural communication explained in the scanned 3-page article.) Why is this communication goal predominately used?

Paragraph 2:

1. Explain a communication problem this person has experienced or observed as a member of their co-culture.
2. Explain what you learned about this person's co-culture (i.e., rituals, religious beliefs, ways of thinking).

8. Conflict Identification

Watching the below posted movie, correctly identify and explain how each form of conflict is present. Be sure to focus on specific conflict situations.

<http://ezproxy.ntc.edu:2048/login?url=https://digitalcampus.swankmp.net/ntc348954/watch?token=10B9E475475EBED6>

The link may ask you to provide a login. This is the same as you would normally log into the campus system.

Text me to ask for ID and Password

Complete the attached:

Name: _____

Conflict Identification

While watching the movie, *12 angry men*, identify specific scene examples of each of the three Conflict Management Styles (Nonconfrontational, Confrontational, and Cooperative). Explain, in complete sentences, why each chosen example exemplifies the style. On the second page is a list of characters.

1. Nonconfrontational

Specific Scene Example:

Explanation:

2. Confrontational

Specific Scene Example:

Explanation:

3. Cooperative

Specific Scene Example:

Explanation:

12 *angry men* main characters

Cast (in credits order)

	Martin Balsam	... Juror #1
	John Fiedler	... Juror #2
	Lee J. Cobb	... Juror #3
	E.G. Marshall	... Juror #4
	Jack Klugman	... Juror #5
	Ed Binns	... Juror #6 (as Edward Binns)
	Jack Warden	... Juror #7
	Henry Fonda	... Juror #8
	Joseph Sweeney	... Juror #9
	Ed Begley	... Juror #10
	George Voskovec	... Juror #11
	Robert Webber	... Juror #12