

COMM 1100 Exam 2 Study Guide

This is an outline of information reviewed in class prior to Exam II. Please be sure to use this as a **guide**, ensuring that you also review your notes and the text (i.e., book chapters and readings available on Carmen).

HOW TO USE THIS STUDY GUIDE: Treat this guide as a concept list in studying for Exam 2. You should strive to understand each concept: what it means, how it relates to other listed concepts, and its significance in studying communication in society from a scientific perspective. In addition to this study guide, use the sample exam questions that we go over in class (and that are posted in Carmen) to help.

I. Priming Theories (PowerPoint #4; Tulving & Schacter, 1990)

- What is priming?
 - If concepts "A" and "B" are associated in memory, then presenting "A" should make "B" more accessible
 - Example: after seeing the word "doctor" people have faster reaction times to the word "nurse"
 - Example: *Weapons Effect: the mere presence of a weapon increases aggressive behavior*
- *****Priming of nonverbal information
- Perceptual vs. Conceptual Priming
 - Perceptual priming: is based on the form of the stimulus, for example where a part-picture is completed based on a picture seen earlier
 - Conceptual priming: occurs where related ideas are used to prime the response, for example, "hat" may prime for "head"
- Spreading Activation Model
 - Memory can be represented as a network consisting of nodes and links
 - Nodes represent concepts
 - Links represent associations among concepts
 - When one concept is activated, the activation spreads to related concepts making them more accessible in memory
 - Example: priming effects of violent media
 - Violent media can prime violent nodes(kill) in the associative memory network
 - Activation of these nodes, in turn, activated other linked nodes in the network through the process of spreading activation
 - This increases the accessibility of violent thoughts in memory
 - Activation of violent thoughts increases the likelihood of aggressive behavior
- Subliminal Priming
 - Embedded Images: pictures or words that are hidden or flashed quickly (in 100ths of a second)
 - Sub-audible messages: sounds or words that are too faint to be heard, or are played at extremely high frequencies
 - Electronically altered signals: backward masking and other voice alterations
 - *****What is the most primed concept?

II. Interpersonal Communication (PowerPoint #5; Baumeister & Bushman, 2014, chapter 3)

- Self-Reference Effect
 - Tendency for information related to the self be more readily processed and remembered than other types of information
 - *****When is information most recalled?
 - *****Example: Cocktail Party Phenomenon
- Outline:
 - Affect: Self-esteem
 - What is self-esteem?- the word esteem comes from the latin aestimare which means to estimate or appraise
 - Thus self-esteem consists of a persons positive and negative self-appraisals

- Self-esteem often rises and falls based on the feedback we receive from others
 - Benefits of self-esteem
 - Initiative: people with high self-esteem are more willing than others to speak up in groups, they are more willing to approach people and strike up new friendships, they resist influence better, however, they are also more adventurous when it comes to experimenting with sex, drugs and other activities
 - It feels good: high self-esteem operates like a stock of good feelings that people can draw on when life dumps misfortune on their head, are less likely to give up, report being happier
- o Behavior: Self-presentation
 - What is self-presentation?- any behavior that seeks to convey some image of the self or some information about the self to other people
 - Influence on risky behavior
 - People suntan to look more attractive even though it causes skin cancer, adolescents smoke cigarettes to look cool, they drink to look tougher, adult-like and more rebellious
- o Cognition: Self-concept or self-knowledge
 - What is self-concept?- a set of beliefs about oneself
 - Development
 - Looking-Glass Self: one theory proposes that people learn about themselves from others
 - o We see ourselves through the eyes of other people, even to the extent of incorporating their views of us into our own self-concept
 - o Other people hold up a looking glass mirror in which we can first see ourselves, we imagine how we appear to others, we imagine how others will judge us, we develop an emotional response by imagining how they will judge us
 - Generalized Other: self-knowledge comes from feedback received from particular individuals and from the generalized other(a combination of other peoples views)
 - o We come to know ourselves by imagining what significant others think of us and then incorporating these perceptions into our self-concept
 - Introspection: refers to the process by which people examine the contents of their thoughts and feelings
 - o The assumption is that people have direct knowledge of what they are like. They don't need to rely on what other people tell them; they just look inside
 - o Assumes that people have privileged access to their own thoughts and feelings, others can only infer
 - o People do know their own thought and feelings in way that others cannot match
 - o 2 limits:
 - until age 11 , children think that their parents know their thoughts and feelings better than they do
 - people often do not realize how their minds work
- o Construction of social reality
- o Symbolic Interactionism
 - Core principles : 3 core principles
 - Humans behave according to the meanings that things and events have for them
 - o Perception is reality
 - Individual meanings of things and events stem from interaction with others
 - o Language give humans the means to negotiate meaning through symbols
 - Thought modifies each individuals interpretation of symbols
 - o Thought is a mental conversation or dialogue (called minding) that requires imagining different points of view (called role taking)

- What makes the self?
- Self-Awareness
- Self-Perception
- Three reasons for wanting self-knowledge

III. Proxemics (PowerPoint #6; Chapter 7)

- Definition: **is the study of set measurable distances between people as they interact**
- Three different types of space:
 - o Fixed-feature space: **space defined by immobile objects (walls)**
 - o Semi-fixed-feature space: **space defined by mobile objects (curtains, furniture)**
 - o Informal Space: **individual space around the body**
 - Informal space zones
 - Intimate distance: **(0 to 1.5 feet) – touching or whispering**
 - Personal distance: **(1.5 to 4 feet) – interactions among friends or family members**
 - Social distance: **(4 to 10 feet) – interactions among acquaintances**
 - Public distance: **(over 10 feet) – public speaking**
 - Distance of zone
 - Type of communication that occurs within the zone
- Distance at which one feels discomfort
 - o Threat threshold
- Cultural differences: **different cultures maintain different standards of personal space**

IV. Expectancy Violation Theory (PowerPoint #6; Chapter 7)

- Definition: **the way people use space, and their perceptions of how others use space, can influence the meaning of messages**
 - o Humans have 2 competing needs: **affiliation and personal space**
- Core concepts
 - o Expectancy: **people have expectations of and make unconscious predictions about the nonverbal behavior that will occur in a given interpersonal situation**
 - Context: **cultural norms; social context**
 - Relationship: **includes similarity, familiarity, liking and relative status**
 - Communicator characteristics: **includes age, sex, physical appearance, personality, nationality**
 - o Valence: **the emotional value associated with a stimulus, positive or negative**
 - Violation valence: **when nonverbal expectations are violated, people assign positive or negative meaning to those violations**
 - Some expectancy violation are clear- they have socially recognized meanings and violate social norms
 - Other violations are ambiguous