Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

SKU: 9781506337951-SOLUTIONS

Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

CHAPTER 2: PERCEPTION, SELF, AND COMMUNICATION

1. False
2. Selection, organization, interpretation
3. Selective perception is filtering what is seen and heard to make it suit one's own needs, biases, or expectations.
4. schemas
5. social
6. Interpersonal constructs are bipolar dimensions of judgment used to size up other people. For example, introverted versus extroverted is an interpersonal construct. Numerous, abstract, organized interpersonal constructs make a person cognitively complex.
7. standpoint
8. Self-image refers to a mental picture of one's self, and includes a description of roles and traits. Self-esteem goes beyond descriptions to evaluations of one's worth.
9. Symbolic interactionism
10. True

Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

Chapter 2: Perception, Self, and Communication

Classroom Activities

Edwards, The Communication Age – Instructor Resources

"We all see the world a little differently"

Write the word OCEAN on the board. Ask students to close their eyes for a minute and let their senses take over as they imagine OCEAN—see it, hear it, feel it, smell it. Then ask students to share their thoughts and word pictures of OCEAN. Write down the words and phrases you hear. How are the images different? The students probably have very detailed pictures of oceans while others may have never seen an ocean except on a map. Some images may be cloudy and stormy while others may convey a stillness filled with heat. Discuss how personal experiences filter what we see, hear, and imagine—all of us have slightly different filters, which help us make meaning of the world. Our perceptions are never exactly like anyone else's.

The (in)accuracy of stereotypes?

Direct students to individually generate two lists of stereotypes. For the first list, have them write down five stereotypes that are largely inaccurate representations of people. For the second list, have them write down five stereotypes that are accurate portrayals of human nature. Ask for volunteers to read off examples from their lists. You should find that students have a difficult time coming up with "accurate" stereotypes, which is the primary takeaway from this exercise. For the few students that do list "accurate" stereotypes, ask the class if they agree with these stereotypes. This should lead to a nice discussion pertaining to the power of making generalizations.

Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

The Communication Age: Connecting and Engaging, 2e
Edwards, Edwards, Wahl, Myers

Chapter 2: Perception, Self, and Communication

Chapter Learning Objectives:

1. Identify the ways in which we select information from the environment to form perception.
2. Describe how we organize and interpret information to make sense of the world.
3. Describe the factors that lead to differences in perception and how those differences influence communication.
4. Explain the nature of the self and its relationship to communication.
5. Explain how communication continuously creates and influences identity.

Outline:

I. Perception and Communication

A. Perception is the process of being aware of and understanding the world through selection, organization, interpretation, and memory.

B. Selection is the first step in perception: We tend to "tune in" to some messages but ignore the rest.

i. Selective attention is the process of concentrating on one part of the environment while not paying attention to the rest.

ii. Selective exposure occurs when we expose ourselves only to beliefs, values, and ideas that are similar to our own.

a. Selective exposure theory explains that individuals prefer messages that support their own positions to messages supporting other positions.

b. Selective exposure's advantage is it allows us to keep negative or upsetting content at bay while keeping positive or pleasing content around us.

c. Selective exposure's disadvantage is that it limits us from understanding other people's perceptions.

iii. Selective perception occurs when individuals filter what they see and hear to make it suit their own needs, biases, or expectations.

iv. Selective memory refers to what information we retain from our interactions using a dynamic, creative, and social process of both remembering and forgetting experiences.

C. Organization is what occurs after we select which stimuli we are going to pay attention to. We organize information so it makes sense to us.

i. Schemas are mental structures, like "road maps," developed from past experiences that help us respond to some stimuli in the future.

a. Prototypes, the first type of schema, are our best images or examples of a particular category and help us answer the question, "What is it?"

b. Stereotypes, the second type of schema, are generalizations made to an entire group of people or situations on the basis of the observed traits of one or a few members of a group.

c. Interpersonal constructs, the third type of schema, are bipolar dimensions of judgment

Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

used to size up people or social situations using sets of opposing terms (e.g., outgoing vs. shy). Cognitive complexity refers to individuals who have highly developed interpersonal constructs that are (1) numerous, (2) abstract, (3) organized, and (4) capable of handling contradictions.

d. Scripts, the fourth type of schema, are organized sequences of action that define a well known situation.

D. Interpretation is what occurs after we organize stimuli and refers to giving meaning to information.

II. Influences on Perception

A. There are four major influences on perception: culture, media, fields of experience, and language. Each has the potential to be a perceptual barrier, which is something that hinders communication by influencing observation and interpretation.

i. Cultural influences include the ways of understanding and interpreting the world that arise from the unique features of various social groups.

a. Cultures may include religious communities, nationalities, ethnic heritages, social movements, socioeconomic backgrounds, or gender.

b. Standpoint theory asserts that our points of view arise from the social groups we belong to, which influence how we socially construct the world.

ii. Media messages and images are the second important influence on perception, as mediated portrayals of beauty, gender roles, family life, workplace interactions, culture and ethnicity, socioeconomic class, and consumerism can be powerful sources of influence on people's perceptions of their environments.

iii. Fields of experience, a third important influence on perception, are collections of attitudes, perceptions, and personal backgrounds each individual holds.

iv. Language, the fourth major influence on perception, refers to how words carry meanings that structure what we are able to think, imagine, and express that furthermore enable us to perceive and interpret in certain ways and prevent us from perceiving and interpreting in other ways.

IV. Self and Communication

A. Sense of self and communication are inextricably bound, with each influencing the other in a number of ways.

B. Self-concept is the general perception of who we are and include self-image and self-esteem.

i. Self-image is a person's mental picture of himself or herself, including the various roles one occupies, and is purely descriptive.

ii. Self-esteem refers to an individual's assessment of his or her worth and involves judgment.

iii. Possible selves are visions of what we might become, what we would like to become, and what we are afraid of becoming.

C. The development of self occurs mainly through relating with others and our observations and internalization of how we believe we are perceived.

i. Symbolic interactionism says communication is the primary means by which we internalize and use social values to guide how we see ourselves, how we see others, and how we interact.

ii. Looking-glass self refers to the notion that the self arises from interpersonal interactions and perceptions of others. We treat others as mirrors that reflect our own image back to us.

iii. Generalized other refers to the viewpoint of the entire society and is eventually what we use to see ourselves.

iv. The self involves both an "I" and a "me," with the "I" as a doer, actor, and performer and a "me" as the critic or judge of the "I," analyzing the "I's" actions from a social perspective.

Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

D. The process of viewing the self through the eyes of others is more complex than ever before because the generalized other has become so broad.

i. The saturated self happens when an individual's identity is infused with the numerous and sometimes incompatible views of others. Thus, we view ourselves through multiple lenses, fracturing our sense of a coherent identity and a unified social world.

ii. The relational self is a process of constantly becoming who you are as a result of togetherness with others.

E. The mediated self looks at how new mediated communication influences the development and nature of the self.

i. An avatar is a digital representation of self, either in an online game or the whole persona connected to one's Internet screen name, handle, or social media account.

ii. The Proteus effect refers to the notion that the appearance and roles of avatars can lead to behavior changes in their users.

iii. The tethered self recognizes that we simultaneously participate in both the "real world" and life on the screen in a state of a continual co-presence.

V. Perception, Self, Communication, and Convergence

A. As face-to-face communication and technology and media converge, new possibilities are emerging for how we understand the world and our place within it.

B. We increasingly adopt the language and behavior of the virtual world to describe and evaluate our "real" worlds (e.g., seeing a beautiful scene in nature and saying, "This looks photo-shopped."). In other words, we apply the language of digital interaction to face-to-face encounters.

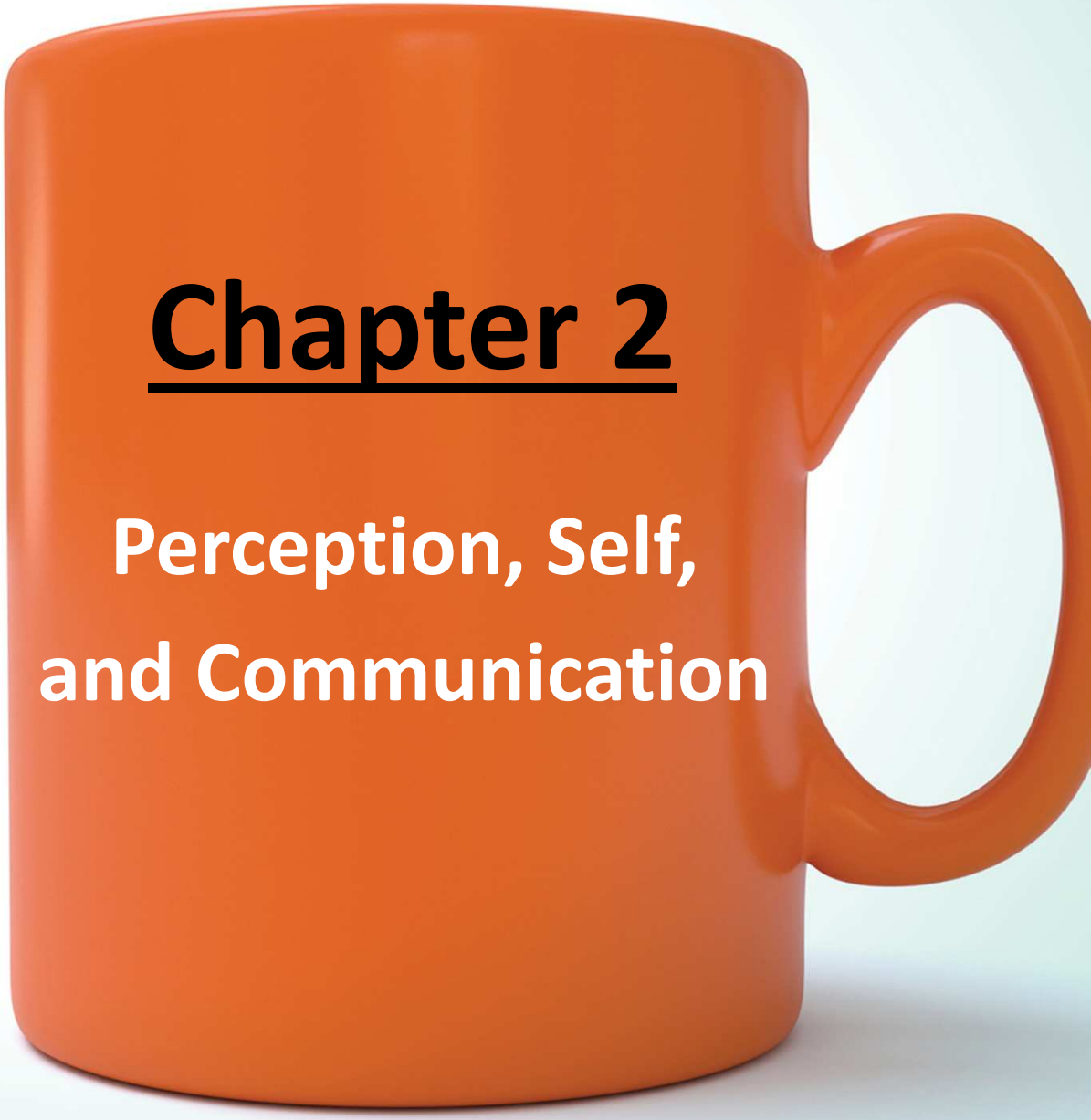
Communication Age Connecting and Engaging 2nd edition Edwards Solutions Manual

AUTUMN EDWARDS
CHAD EDWARDS
SHAWN T. WAHL
SCOTT A. MYERS

THE COMMUNICATION AGE
CONNECTING & ENGAGING 2

Chapter 2

Perception, Self, and Communication



Chapter Objectives

- **After studying this chapter, you will be able to:**
  - 1. Identify the ways in which we select, organize, and interpret information from the environment to form perceptions
  - 2. Explain the nature of the self and its relationship to communication
  - 3. Examine the ways in which communication technologies and new media influence perception and identity

© 2017 SAGE Publications, Inc.

Perceiving the World

- **Perception**
  - The process of being aware of and understanding the world
  - Helps form, challenge, and reinforce our ideas, values, and beliefs, which then influences how we choose to interact with others

© 2017 SAGE Publications, Inc.

Selective Attention

- Process of concentrating on one part of the environment while not paying attention to the rest
  - "Selective Attention Test"
  - Focusing on one event often involves ignoring events that are less expected (Simons & Chabris, 1999)
  - "The Monkey Business Illusion"
  - Even when we "expect the unexpected," we may fail to notice many stimuli (Simons, 2010)

© 2017 SAGE Publications, Inc.

Selective Exposure

- When we expose ourselves only to beliefs, values, and ideas that are similar to our own
- Selective Exposure Theory (Zillman & Bryant, 1985)
  - Individuals prefer messages that support their own positions
  - We select messages to support our emotional state

© 2017 SAGE Publications, Inc.

Selective Perception

- Filtering what is seen and heard to make it suit needs, biases, or expectations
  - After we select, expose ourselves, and attend to a message, we filter that message to make it suit our own needs, biases, or expectations

© 2017 SAGE Publications, Inc.

Selective Memory

- Memory is a dynamic, creative, and social process that allows us to use past experiences to affect current and future performance.

© 2017 SAGE Publications, Inc.

Selective Memory

- Memory is
  - Constantly evolving
    - Memory is selective because it involves both remembering and forgetting
  - Creative
    - We create our memories out of bits and pieces of information we can recall and from our ideas and expectations of what should have happened (Blair, 2006)
  - Social
    - Memories are responsive to the ideas of others.
    - Memories can be constructed or reconstructed on the basis of what another person communicates about an occurrence

© 2017 SAGE Publications, Inc.

Organizing Perceptions

- We organize information we select so it makes sense to us
- Schemas
  - Mental structures developed from past experiences that help respond to some stimuli in the future

© 2017 SAGE Publications, Inc.

Types of Schemas

Prototypes

- Help answer the question, “What is it?” when we encounter a message, a person, or a social situation

Stereotypes

- Generalizations made to an entire group of people or situations on the basis of the observed traits of one or few members of the group

© 2017 SAGE Publications, Inc.

Types of Schemas

Interpersonal constructs

- We use interpretations of people or social situations to judge, interpret, and understand (Kelly, 1955)

Cognitive complexity

- Demonstrating multiple ways of thinking about others and a variety of terms for describing others
- Four characteristics of cognitive complexity
  - Numerous
  - Abstract
  - Organized
  - Capable of handling contradictions

© 2017 SAGE Publications, Inc.

Types of Schemas

Scripts

- Organized sequences of action that define a well-known situation
- Constantly being revised and rewritten to organize perceptions in a way that accounts for new information

© 2017 SAGE Publications, Inc.

Interpretation

- Process of giving meaning to information
  - Consider context
  - Unlimited possibilities of interpretations for different stimuli
  - The three stages of perception happen simultaneously while happening continuously

© 2017 SAGE Publications, Inc.

Influences on Perception

- **Cultural influences**
  - We understand and interpret the world from the unique features of various social groups
  - Standpoint Theory
    - Our points of view arise from the social groups we belong to and influence how we socially construct the world (Wood, 1992)
- **Media**
  - Through popular media, we learn to perceive and evaluate ourselves and the world in particular ways

© 2017 SAGE Publications, Inc.

Influences on Perception

Fields of experience

- Collections of attitudes, perceptions, and personal backgrounds
- Interpretations of the present moment are affected by our past experiences

Language

- Words carry meanings that structure what we are able to think, imagine, and express
- Enables us to perceive and interpret in certain ways, and prevent us from perceiving and interpreting in others

© 2017 SAGE Publications, Inc.

Self-Concept

- The general perception of who we are
  - *Possible Selves* -Visions of what we might become, what we would like to become, and what we are afraid of becoming (Markus & Nurius, 1986)
  - *Self-image*-Mental picture of self
  - *Self-esteem* -Assessment of self-worth

© 2017 SAGE Publications, Inc.

Development of Self

Symbolic interactionism

- Communication is the primary means by which we internalize and use social values to guide how we see ourselves, how we see others, and how we interact
- We develop our self-concepts mainly through relating with others

© 2017 SAGE Publications, Inc.

Development of Self

Looking-glass self

- Ability to view ourselves as others do
  - -Imagining how we must appear to others
  - -Imagining how they judge that appearance
  - -Developing sense of self by judging others

Generalized other

- Viewpoint of entire society

© 2017 SAGE Publications, Inc.

Relational Self

Difficult, sometimes impossible, to understand yourself by viewing yourself through the eyes of "society as a whole"

- **Saturated self**
  - Identity is infused with the numerous, and sometimes incompatible, views of others.
- **Relational self**
  - Process of constantly becoming who you are as a result of togetherness with others

© 2017 SAGE Publications, Inc.

Mediated Self

Our presence in virtual environments and interactions with technology impact how we see ourselves

- **Tethered self**
  - Our identify is created through our co presence in the “real-world” and our mediated self

© 2017 SAGE Publications, Inc.