

Some research suggests that the Internet can influence how we communicate about ourselves with others in unique ways (Graham & Durrón, 2014). Some Internet discussion groups, for example, are designed to be online journals where the user engages in reflection and introspection. These users are actually communicating with themselves while imagining a reader. Other research points to relationships between messages exchanged via e-mail, Twitter, Facebook, and other social networks and deception, disclosure, identity, influence, perception, privacy, sexual fidelity, and social support (Wright & Webb, 2010).

Self-perception also influences how we talk about others to ourselves. First, the more accurate our self-perception, the more likely we are to perceive others accurately. Second, the more positive our self-perception is, the more likely we are to see others favorably. Studies show that people who accept themselves as they are tend to be more accepting of others; similarly, those with a negative self-perception are more likely to be critical of others. Third, our own personal characteristics influence the types of characteristics we are likely to perceive in others. For example, people who are secure tend to see others as equally secure. If you recall that we respond to the world as we perceive it to be (and not necessarily as it is), you can readily see how negative self-perception can account for misunderstandings and communication breakdowns.

Our self-perceptions are the complete picture of how we view ourselves. When we communicate with others, however, most of us share only the parts we believe are appropriate to the situation. Research calls this phenomenon the **social construction of self**. For example, Damon presents his “manager self” at work where he is a serious task-oriented leader. When he is with his good friends, however, he is laid back, jovial, and more than happy to follow what the group wants to do. Which is the “real” Damon? Both are.

Do you have a Facebook page? Think of the time and effort you spend creating that “self.” Does it accurately reflect all aspects of who you are? Do you pick and choose what to post on your page? Do you sometimes choose to “friend” certain people or not to “confirm” a friend request from others because of how you have constructed yourself on your Facebook page? These choices are based on the different aspects of ourselves we choose to highlight with different people. In fact, many people actually have two Facebook pages, one they share with personal friends and another they use to portray their professional selves. Others use a LinkedIn page for such connections. Social networking sites like these add another twist to the social construction of self because once we have posted information, others can co-opt our identity and actually reconstruct us in ways we never intended to do.

How effective we are at constructing different social selves depends on how actively we self-monitor. **Self-monitoring** is the internal process of being aware how we are coming across to others and adjusting our behavior accordingly. It involves being sensitive to other people's feedback and using that information to determine how we will respond (Rose & Kim, 2011). If you have ever been in a situation where you made a remark and did not get the response you expected, you may have thought to yourself, “Ooh, I wish I hadn't said that. I wonder how to fix it.” This is an example of self-monitoring. Some people are naturally high self-monitors, constantly aware of how they are coming across to others. But even low self-monitors are likely to self-monitor when they are in a new situation or relationship.

We all use self-monitoring to determine which “self” we choose to display in different situations and with different people. Celebrities use self-monitoring to decide which

social construction of self
phenomenon of presenting
different aspects of our self-
concept based on the situation
and people involved

APPLY IT

How do you act or portray yourself differently with the various people you interact with (e.g., siblings, parents or grandparents, close friends, teachers, bosses)?

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self-monitoring
the internal process of being
aware how we are coming
across to others and adjusting
our behavior accordingly



COMMUNICATING IN THE WORLD

Self-Monitoring and Celebrity Culture



Eduardo Munoz/Reuters

When she burst onto the pop music scene in 2009, Lady Gaga became known for outrageous performances and heavily stylized celebrity personas. In 2010, she wore a dress made of raw meat to the MTV Video Awards and in 2011 she showed up at the Grammys in a giant egg. Gaga has built her celebrity image not just on her musical talent but on her ability to draw public attention to herself.

We all socially construct the selves we present in certain situations. Is that the same thing as the person who was born Stefani Germanotta turning herself into Lady Gaga? Who is the real person beneath the

celebrity image? For Gaga, as with all celebrities, being in the public eye means negotiating perceptions of who she is outside of her public image as a pop singer. Lady Gaga readily admits that such self-monitoring is a necessary part of her celebrity image. “[P]art of my mastering of the ‘art of fame’ is getting people to pay attention to what you want them to, and not pay attention to the things you don’t want them to pay attention to,” she explained in a *60 Minutes* interview.

Like all personas, Gaga’s physical appearance and how she behaves in public is carefully constructed, but it is not necessarily fake or inauthentic.

Do you think Lady Gaga goes too far in creating her different social constructions of self? Why or why not?

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“self” to portray in public, which may be very different from the “self” they are in their private lives. The *Communicating in the World* feature in this chapter highlights how and why Lady Gaga does so.

Self-concept and self-esteem are fairly enduring characteristics, but they can be changed. Comments that contradict your current self-perception may lead you to slowly change it. Certain situations expedite this process, for example, when you experience a profound change in your social environment. When children begin school or go to sleep-away camp; when teens start part-time jobs; when young adults go to college; or when people begin or end jobs or relationships, become parents, or grieve the loss of someone they love, they are more likely to absorb messages that contradict their current self-perceptions.

Therapy and self-help techniques can help alter our self-concept and improve our self-esteem. In fact, noted psychologist, Christopher Mruk (2013) points out that anyone can improve their negative self-concept and self-esteem through hard work and practice.

So why is this important to communication? Because our self-perception affects who we choose to form relationships with, how we interact with others, and how comfortable we feel when we are called on to share our opinions or present a speech. Essentially, improving self-perception improves how we interact with others, and improving how we interact with others improves self-perception. Emina’s *Diverse Voices* story offers one example of how self-perception can change as a result of a profound change in one’s social environment; in her case, in moving from Bosnia to the United States.

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DIVERSE VOICES

Who Am I? The Self-Perception Struggles of a Bosnian American

by Emina Herovic

It was not until my 22nd year of life that I began identifying myself as more American than Bosnian. I spent most of my childhood, adolescence, and young adulthood struggling with my cultural self-concept.

Born in the Balkan region of Bosnia, I was not yet three years old when war broke out. To escape the tragedies of war, my parents moved our family to Turkey where we lived for the next two and a half years. When our temporary settlement in Turkey expired, my father boldly moved us again, this time to the United States. By the time I was five years-old, I had lived in three different countries on three different continents and experienced three different cultures and languages.

Can you imagine my confusion and frustration? Just when I began speaking fluent Bosnian, we moved to Turkey. Then, just when I was becoming fluent in Turkish, I was thrown into a totally different cultural environment that used yet another language I didn't understand or speak. I remember walking into my kindergarten classroom on the first day of school in the United States. After observing the other kids for a few minutes, I remember turning to my mother saying, "These kids don't know how to talk!" I learned later that I was actually the oddball.

There was very little diversity among the people at the school I attended in the States. I was obviously the only "foreign" girl. I was surrounded by English-speaking teachers and peers and was exposed to American society at full force. When I was home, however, I was once again immersed in my native Bosnian cultural tradition and language: My parents would speak Serbo-Croatian around me; I ate Bosnian food; and I celebrated Bosnian traditions and customs. My religious practices also differed from those of my peers. Raised a Muslim, my family and I celebrated Islamic holidays. I remember as a little girl, when it was the month of Ramadan, I would go to the library at school during lunchtime to avoid the bombardment of questions from my

peers as to why I was fasting. When I explained that it was a religious practice, some of them did not understand. Experiences such as these differentiated me from my peers and created a greater divide between my bi-cultural identities.

As a young girl and adolescent I did not perceive myself to be American at all. However, my strong Bosnian self-concept diminished as I got older. As I spoke, studied, and wrote in English every day at school and was exposed to Bosnian language only at home, I started to speak Bosnian less fluently. I also began to understand the American way of life, humor, and culture more. Year by year, I began to see myself as a bit more American.

However, my experiences as an immigrant child defined me in many ways that were vastly different from my peers. My peers could not fathom many of the hardships, circumstances, and events I had experienced growing up. In this sense, my self-perception actually became more unclear as I got older.

When I started feeling less Bosnian, I also felt guilty about losing the part of me that my parents had tried so hard to maintain after we immigrated to the United States.

By the time I was 22, I accepted my self-perception based on my dual identification with Bosnia and the United States. I also accepted that my American identity is now stronger than my Bosnian one. I have lived in the United States for most of my life. It is my home. I choose to acknowledge that being Bosnian will always be a part of me, and I would never want to change that. My experiences have educated me and I look on the world more broadly. I understand that everyone in the world has their own culture and customs. I know that other foreign-born Americans struggle with this aspect of self-perception. And that's why I have chosen to study this phenomenon in order to help others like me make successful self-perception transitions that honor their roots in more than one culture.

Source: Reprinted by permission of Emina Herovic.



COMMUNICATE ON YOUR FEET

Speech Assignment

Presenting Your Self-Concept

The Assignment

Jot down ten terms that describe your self-concept. Then create a short poem, rap, cheer, or song using

those terms to present who you see yourself as. Perform it for the class. The presentation should take less than 2 minutes to perform.

Perception of Others

Now that we have discussed self-perception and the role of communication in it, let's look at how we perceive others and the role of communication in that process. When we meet others for the first time, questions might arise such as: "What is this person like?" and "What is this person likely to do, and why?" We might wonder whether we have anything in common, whether they like us, whether we will get along, and whether we'll enjoy the experience or feel uncomfortable. Our natural reaction to such feelings is to say and do things that will reduce these uncertainties (Littlejohn & Foss, 2011).



Uncertainty Reduction

Uncertainty reduction, first conceptualized by Charles Berger and Richard Calabrese in 1975, is a communication theory that explains how individuals monitor their social environment in order to know more about themselves and others (Littlejohn & Foss, 2010). When people interact, they look for information to help them understand who their partner is and predict what their partner is likely to do. As we reduce uncertainty, we usually become more comfortable communicating (Guerrero, Andersen, & Afifi, 2007). To reduce uncertainty, we form impressions and make judgments about others as we interact with them.

uncertainty reduction
explains how individuals
monitor their social environment
to know more about themselves
and others

Forming Impressions We engage in a variety of processes to form our perceptions about others. Researchers call these processes **impression formation**. Three of the most important ways we form impressions are based on physical appearance, perceived personality, and assumed similarity.

impression formation
processes we use to form
perceptions of others

- **Physical Appearance.** The first thing we notice about other people is how they look. Although it may seem superficial, we form these first impressions very quickly. In fact, one study found that we assess how attractive, likeable, trustworthy, competent, and aggressive we think people are after looking at their faces for only 100 milliseconds (Willis & Todorov, 2006).
- **Implicit Personality Theory.** We also form impressions based on assumptions we make about another's personality. **Implicit personality theory** is our tendency to assume that two or more personality characteristics go together. So if we see someone displaying one trait, we assume they have the others we associate with it. For example, if you meet someone who is multilingual you might assume she is also intelligent. Or if you meet someone who volunteers at a homeless shelter, you might assume that he is compassionate.

implicit personality theory
tendency to assume that two or
more personality characteristics
go together

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assumed similarity

assuming someone is similar to us in a variety of ways until we get information that contradicts this assumption

attributions

reasons we give for others and our own behavior

situational attribution

a reason that is beyond the control of the person

dispositional attribution

attributing behavior to some cause that is under the control of the person

selective perception

the perceptual distortion that arises from paying attention only to what we expect to see or hear and ignoring what we don't expect

forced consistency

the inaccurate attempt to make several perceptions about another person agree with each other

- **Assumed Similarity.** We also form impressions about others by thinking that others who share one characteristic with us also share others. Researchers call this **assumed similarity**. We assume someone is similar to us in a variety of ways until we get information that contradicts this assumption. For instance, when Sam attended a campaign event for a city council candidate who belonged to the same political party, he expected the candidate's views on locating a new prison in the city to be the same as his. Sam was pleased to hear that the candidate agreed with his viewpoint, but he was shocked to hear the candidate's racist reasoning.

Making Attributions At the center of our quest to reduce uncertainty is the need to predict how others will behave. By its nature, predicting something depends on understanding the cause and effect relationship between two things. So when we see someone acting a certain way we try to figure out why. Then we use this explanation to predict how that person will act in similar situations in the future. **Attributions** are reasons we give for others and our own behavior. For instance, suppose a co-worker with whom you had a noon lunch date has not arrived by 12:30. How do you explain her tardiness? One way you might explain it is to make a **situational attribution**, a reason that is beyond the control of the person. So you might assume that your co-worker must have had an accident on the way to the restaurant. On the other hand you may have made a **dispositional attribution**, attributing behavior to some cause that is under the control of the person. So you may perceive that your co-worker is forgetful, self-absorbed, or insensitive to others. In any case, your attribution reduces your uncertainty by answering the question, "Why is my co-worker late?" But the type of attribution you make influences how you interact with your co-worker once she shows up. If you believe it is not her fault, you are likely to be concerned, understanding, and supportive. On the other hand, if you made a dispositional attribution, you are likely to be annoyed or hurt.

Inaccurate and Distorted Perceptions of Others

As we work to reduce uncertainty, we must be careful to reduce perceptual inaccuracies. Because perception is a complex process, we use shortcuts to help focus attention, interpret information, and make predictions about others. Selective perceptions, faulty attributions, forced consistency, and prejudice can lead to perceptual inaccuracies.

Selective perception is the perceptual distortion that arises from paying attention only to what we expect to see or hear and ignoring what we don't expect. For instance, if Donna sees Nick as a man with whom she would like to develop a strong relationship, she may choose to see the positive side of Nick's personality and ignore the negative side. Similarly, if Dean thinks his landlord is mean and unfair, he may ignore any acts of kindness or generosity offered by the landlord.

Forced consistency is the inaccurate attempt to make several perceptions about another person agree with each other. It arises from our need to eliminate contradictions. Imagine that Leah does not like her co-worker, Jill. If Jill supplies some information Leah missed on a form, Leah is likely to perceive Jill's behavior as interference, even if Jill's intention was to be helpful. If Leah likes Jill, however, she might perceive the very same behavior as helpful—even if Jill's intention was to interfere. In each case, the perception of "supplying missing information" is shaped by the need for consistency. It is consistent to regard someone we like as doing favors for us. It is inconsistent to regard people we don't like as doing favors for us. However, consistent perceptions of others are not necessarily accurate.

Prejudice is judging a person based on the characteristics of a group to which the person belongs without regard to how the person may vary from the group (Dovidio & Gaertner, 2010). Prejudices are based on **stereotypes**, which are exaggerated or oversimplified generalizations used to describe a group. A professor may see a student's spiked purple hair and numerous tattoos and assume the student is a rebel who will defy authority, slack off on classroom assignments, and seek attention. In reality, this person may be a polite, quiet, serious honor student who aspires to go to graduate school. Prejudice can lead to **discrimination**, which is acting differently toward a person based on prejudice (Dovidio & Gaertner, 2010). Prejudice deals with perception and attitudes, while discrimination involves actions. For instance, when Laura meets Wasif and learns that he is Muslim, she may use her knowledge of women's roles in Islamic countries to inform her perception of Wasif and conclude that he is a chauvinist without really talking to him. This is prejudice. If based on this prejudice she refuses to be in a class project group with him she would be discriminating. Although he is an Iraqi American, Wasif may be a feminist, but Laura's use of the perceptual shortcut may prevent her from getting to know Wasif for the person he really is, and she may have cost herself the opportunity of working with the best student in class.

Racism, ethnocentrism, sexism, heterosexism, ageism, and ableism are various forms of prejudice, in which members of one group believe that the behaviors and characteristics of their group are inherently superior to those of another group. All people can be prejudiced and act on their prejudices by discriminating against others. Nevertheless, "prejudices of groups with power are farther reaching in their consequences than others" (Sampson, 1999, p. 131). Because such attitudes can be deeply ingrained and are often subtle, it is easy to overlook behaviors we engage in that in some way meet this definition. Prejudicial perceptions may be unintentional, or they may seem insignificant or innocuous, but even seemingly unimportant prejudices rob others of their humanity and severely impede competent communication.

prejudice

judging a person based on the characteristics of a group to which the person belongs without regard to how the person may vary from the group

stereotypes

exaggerated or oversimplified generalizations used to describe a group

discrimination

acting differently toward a person based on prejudice

racism, ethnocentrism, sexism, heterosexism, ageism, and ableism

various forms of prejudice in which members of one group believe that the behaviors and characteristics of their group are inherently superior to those of another group

Communication and Perceptions of Others

Because perceptions of others influence how we communicate, improving perceptual accuracy is an important element of competent communication. We offer the following guidelines to improve your perceptions of others and their messages.

1. **Question the accuracy of your perceptions.** Questioning accuracy begins by saying, "I know what I think I saw, heard, tasted, smelled, or felt, but I could be wrong. What other information should I be aware of?" By accepting the possibility that you have overlooked something, you will stop automatic processing and begin to consciously search out information that should increase your accuracy.
2. **Choose to use conscious processing as you get to know people.** When you mindfully pay attention to someone, you are more likely to understand the uniqueness of him or her. Doing so can increase the accuracy of your perceptions.
3. **Seek more information to verify perceptions.** If your perception is based on only one or two pieces of information, try to collect additional information. Note that your perception is tentative—that is, subject to change. The best way to get additional information about people is to talk with them. It's OK to be unsure about how to treat someone from another group. But rather than letting your uncertainty cause you to make mistakes, talk with the person and tell them you want to be

perception check
a message that reflects your understanding of the meaning of another person's behavior and seeks clarification

respectful. Then ask them for the information you need to become more comfortable about interacting appropriately and respectfully with them.

4. **Realize that your perceptions of a person will change over time.** People often base their opinions, assumptions, and behaviors on perceptions that are outdated. So when you encounter someone you haven't seen for a while, let the person's current behavior rather than their past actions or reputation inform your perceptions. For example, a former classmate who was wild in high school may well have changed and become a mature, responsible adult.
5. **Seek clarification respectfully by perception checking.** One way to assess the accuracy of a perception is to verbalize it and see whether others agree with what you see, hear, and interpret. A **perception check** is a verbal statement that reflects your understanding of another's behavior. It is a process of describing what you have seen and heard and then asking for feedback. A perception check statement consists of three parts. First, describe what you observed in a non-evaluative way. Second, offer two possible interpretations. Third, ask for clarification.

Recall Donna's predicament in the opening scenario of this chapter. She jumped to the conclusion that David was going to break up with her because he had been so quiet the night before and wasn't responding to any of her texts. Rather than jump to a conclusion and cause a defensive reaction when she does talk to David, she could employ a perception-checking message—something like this:

"When you didn't respond to my texts today" (nonjudgmental description of the observed behavior), "I thought you were mad at me" (first interpretation), "or maybe you were really busy at work" (second interpretation). "Is everything ok? Is it something else?" (request for clarification).

Basically, perception checking is a tool to respectfully check for understanding of another's behavior without assuming your interpretation is correct.

COMMUNICATION SKILL

Perception Checking

Skill	Use	Procedure	Example
Making a verbal statement that reflects your understanding of another person's behavior.	To enable you to test the accuracy of your perceptions.	<ol style="list-style-type: none"> 1. Offer a nonjudgmental description of the behavior that led to your perception. 2. Offer your interpretation of the behavior. 3. Offer a second possible interpretation. 4. Request clarification. 	After taking a phone call, Shimika comes into the room with a completely blank expression and neither speaks to Donnell nor acknowledges that he is in the room. Donnell says, "Shimika, from your blank look, I get the feeling that you're in a state of shock. Or perhaps you are just tired. Has something happened? Is it something else?"

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WHAT WOULD YOU DO?

A Question of Ethics

"There," exclaimed Ryan, "my résumé is done and ready to post on LinkedIn. Will you take a look at it and tell me what you think?"

"Sure," Shara replied. As she began to read, Shara gasped, "Ryan, it says here you have a degree in chemical engineering. But you don't."

"Well, that's my major. I'll have a degree in it eventually. Besides, everybody stretches the truth a little on their résumés."

"And what about this statement about your job responsibilities while working at LexCo," Shara continued. "I know you were a receptionist for two summers. You make it sound like you were a supervisor and that you actually worked there for two years."

"Well," Ryan replied, "remember how Professor Jarman said we need to sell ourselves if we want to get selected for the interview? I'm trying to make myself stand out as a leader."

"I'm not sure that's what he meant, Ryan. You need to be honest," Shara responded.

"Yeah, well, I can clarify the details in the interview. I just want to make sure I actually get an interview."

What, if any, ethical principles is Ryan violating and how?

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Reflection and Assessment

The way we perceive ourselves and others influences how we communicate and the kinds of relationships we form. To assess how well you've learned what we addressed in these pages, answer the following questions. If you have trouble answering any of them, go back and review that material. Once you can answer each question accurately, you are ready to move ahead to read the next chapter.

1. What is involved in the perception process and why?
2. How do we form and maintain our self-concept and self-esteem?
3. What strategies can we employ to improve our self-perceptions?
4. How do we form perceptions of others?
5. What can we do to improve the accuracy of our perceptions of others and their messages?

COMMUNICATE!

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RESOURCE AND ASSESSMENT CENTER

Now that you have read Chapter 2, go to your MindTap for *Communicate!* for quick access to the electronic resources that accompany this text.

Applying What You've Learned

Impromptu Speech Activity

Self-Concept Speech Prepare a 2- to 3-minute speech discussing how your initial impression of a friend has evolved over time.

Assessment Activities

1. Your Socially Constructed Selves Consider your roles in various situations in the last three days such as "lunch with a friend" or "grocery store shopper at the checkout" or "meeting with a professor about an assignment." Describe the social construction of self you portray in each setting. Then, prepare a 1- to 2-page paper and/or 2- to 3-minute speech answering the following questions:

- To what extent did your "self" change across situations?
- What factors contributed to these differences?
- Are there certain roles you take on more than others?
- Are there roles you would like to modify?
- How satisfied are you with the "selves" you have enacted and why?

2. Who Am I? Complete this journal activity to assess how your self-concept aligns with how others see you.

First ask: *How do I see myself?* List the skills, abilities, knowledge, competencies, and personality characteristics that describe how you see yourself. To generate this list, try completing these sentences: "I am skilled at . . ."; "I have the ability to . . ."; "I know things about . . ."; "I am competent at doing . . ."; and "One part of my personality is that I am . . .". List as many characteristics in each category as you can think of. What you have developed is an inventory of your self-concept.

Second ask: *How do others see me?* List the skills, abilities, and so on that describe how you think others see you by completing these sentences: "Other people believe I am skilled at . . ."; "Other people believe I have the ability to . . ."; "Other people believe I know things about . . ."; "Other people believe I am competent at doing . . ."; and "One part of my personality is that other people believe I am . . .".

Compare your two lists. How are they similar? Where are they different? Do you understand why they differ? After you have thought about each, write a paragraph titled "Who I Am, and How I Know This."

3. Stereotypes and Media For a few days, catalog the stereotypes you come across as portrayed in mass media. Enter your research into a log broken down into the following categories: (1) medium of communication (TV, radio, magazines, newspapers, the Internet, signage/posters); (2) source (general content or advertising); (3) target (race, ethnicity/culture, religion, gender, sexual orientation, age, income, profession, hobby, appearance); and (4) connotation (positive or negative).

After you have completed your research, analyze the results. What target was most frequently stereotyped in your findings? Did some mediums of communication indulge in more stereotyping the others? Did regular programming or advertising employ more stereotyping than the other? Were the majority of the stereotypes positive or negative in connotation? Did anything in your research surprise you? Write a paragraph explaining what you learned in this activity.

4. Internet Impression Formation and Management Do an Internet vanity search of yourself online. Search for content and images using multiple search engines. What image does the search suggest about you? Do the same thing for a person whom you respect. What surprised you about what you found. What image does the Internet portray about you? About the person whom you respect? How might you adjust the story being told of you? How might you check the perception the Internet story gives you of the other person. Write up a 400-500 word reflection essay you can share with your instructor and/or classmates.

Skill-Building Activities

1. Perception Checking Practice As an individual or with a partner, prepare a perception-checking response to each of the following scenarios. Be ready to share your response aloud if called upon by your instructor.

- a. Your neighbor Bill usually responds in kind to your "good morning" as you head out for the day. He hasn't responded for the last three days. What would you say to him?
- b. You and your roommate have a deal: Whoever makes the evening meal also does the dishes. He made the meal last night. When you wake up in the morning, you see the dirty dishes still in the sink. When you see your roommate, what might you say?
- c. You haven't received a phone call from your mom in over a month. The last time you talked with her, you had an argument because you are not planning to go home for the holidays this year. What would you say to her when you call her?
- d. When you see your advisor in the hallway, you ask if you can make an appointment to talk about internship possibilities. He says, "Of course. I don't have my calendar with me. Let's set a date and time over e-mail." You haven't heard from him in two weeks, so you decide to e-mail him yourself. What do you say?

2. Practicing Perception Checking Sentences For each of the following situations, write a well-phrased perception check.

- a. When Franco comes home from the doctor's office, you notice he looks pale, and his shoulders are slumped. Glancing at you with a sad look, he shrugs his shoulders. You say:
- b. As you return the basketball you borrowed from Liam, you smile and say, "Thanks, here's your ball." You notice Liam stiffen, grab the ball, and, turning abruptly, walk away. You say:
- c. You see your advisor in the hall and ask her if she can meet with you on Wednesday afternoon to discuss your schedule of classes for next term. You notice that she pauses, frowns, sighs, turns slowly, and says, "I guess so." You say:

Compare your written responses to the guidelines for effective perception checking discussed earlier. Edit your responses where necessary to improve them. Now say them aloud. Do they sound "natural"? If not, revise them until they do.

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