

COM 200 Chapter Five Worksheet

The purpose of these worksheets is to provide brief application of the more important concepts in each chapter. You MUST read the entire chapter to be successful in the course! However, completing the chapter worksheets will prepare for you upcoming class activities and touch pad quizzes. You should have written responses to the questions offered ready to discuss with classmates and hand in if called upon.

1. For each issue below decide if it is an issue reliability or validity. Place an R or a V in the blank to indicate your answer.

A. ____ Your group has a brief discussion about what counts as a bumper sticker and decides that, for your group, non-voluntary stickers such as parking decals don't count.

B. ____ Your group is working on the final probe and decides to use two existing instruments to measure key variables because they are each closely tied to major theories in the field.

C. ____ Your group creates an instrument rather than borrowing from existing ones. You show a draft of that instrument to some other COM 200 students and ask if they can figure out what you are measuring based on the questions in your instrument. They can. You are happy.

2. If we show three different website designs and simply ask respondents to pick the one they prefer, at what level have we measured website preference? _____

3. If we ask respondents to rate four sources of news (Radio, TV, Print, Internet) for perceived credibility on five-point scale such as this: "Not credible 1 2 3 4 5 Highly Credible" what level are we measuring the credibility of each source? _____

4. If you write a questionnaire item that is somewhat vague and open to multiple interpretations this is primarily an issue of: 1) Validity 2) Reliability 3) Response Rate.

5. You and your research team are discussing RP 2 and you can't decide whether to measure Facebook features preferences at the ordinal level or the interval level. Which should you argue for based on the readings about NOIR? _____

6. Let's assume that for RP 2 you are creating a study that surveys "opposite party children" to see if Democrat children who come from Republican parents communicate differently with their parents about politics than Republican children who come from Democratic parents. You create a draft of your questionnaire and then show it to members of other COM 200 groups to check it for their perceptions of validity. What type of validity are you emphasizing? _____

7. Read the ethics panel box on p. 86: If the SAT does not claim to measure "intelligence" what type of validity are they and colleges using to continue administering the test to potential college students? _____

8. For the remaining questions, refer to the instrument on pages 2 and 3 of this handout.

A. Identify the four nominal variables on the attached Communicative Adaptability Scale questionnaire by putting the item numbers below.

B. Identify the continuous level variable.

C. Are the data that will come from item number 4 nominal, ordinal, interval or ratio? _____.

Communicative Adaptability Scale

Instructions: The following are statements about communication behaviors. Answer each item as it relates to your general style of communication (the type of communicator you are most often) in social situations. Please indicate the degree to which each statement applies to you by circling the appropriate number (according to the scale below) for each item.

5	4	3	2	1
Almost always true	Often true	Sometimes true	Rarely true	Never true

1.	I feel nervous in social situations.	5 4 3 2 1
2.	People think I am witty.	5 4 3 2 1
3.	When speaking I have problems with grammar.	5 4 3 2 1
4.	I enjoy meeting new people.	5 4 3 2 1
5.	In most social situations I feel tense and constrained.	5 4 3 2 1
6.	When someone makes a negative comment about me, I respond with a witty comeback	5 4 3 2 1
7.	When I embarrass myself, I often make a joke about it.	5 4 3 2 1
8.	I enjoy socializing with various groups of people.	5 4 3 2 1
9.	I try to make the other person feel important.	5 4 3 2 1
10.	At times I don't use appropriate verb tense.	5 4 3 2 1
11.	I often make jokes when in tense situations.	5 4 3 2 1
12.	While I'm talking I think about how the other person feels.	5 4 3 2 1
13.	When [I am] talking, my posture seems awkward and tense.	5 4 3 2 1
14.	I disclose at the same level that others disclose to me.	5 4 3 2 1
15.	I find it easy to get along with new people.	5 4 3 2 1
16.	I sometimes use words incorrectly.	5 4 3 2 1
17.	When I self-disclose I know what I am revealing.	5 4 3 2 1
18.	I try to be warm when communicating with another.	5 4 3 2 1
19.	I am relaxed when talking with others.	5 4 3 2 1
20.	When I am anxious, I often make jokes.	5 4 3 2 1
21.	I sometimes use one word when I mean to use another.	5 4 3 2 1
22.	I do not <i>mix</i> well at social functions.	5 4 3 2 1
23.	I am aware of how intimate the disclosures of others are.	5 4 3 2 1
24.	I am verbally and nonverbally supportive of other people.	5 4 3 2 1
25.	I sometimes use words incorrectly.	5 4 3 2 1
26.	I have difficulty pronouncing some words.	5 4 3 2 1
27.	I like to be active in different social groups.	5 4 3 2 1
28.	I am aware of how intimate my disclosures are.	5 4 3 2 1
29.	My voice sounds nervous when I talk with others.	5 4 3 2 1
30.	I try to make the other person feel good.	5 4 3 2 1

See the next page and circle the appropriate response for each of the following items:

31.	I am a college:	freshman	sophomore	junior	senior
32.	I currently attend college:	full time	part time		
33.	I am:	Communication major	not a Communication major		
		Undecided or have not declared my major			
34.	I am:	female	male		

Source: "Communicative Adaptability: A Review of Conceptualization and Measurement," *Communication Quarterly*, 40, 253–268. Used by permission of Eastern Communication Association.