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. _____ In another COM course your group is doing a content analysis on political bumper sticker and 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. Only voluntary stickers 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.

2. 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? _____

3. Read the ethics panel box on p. 90: If the SAT does not claim to measure "intelligence" what type of validity are they and colleges using to support using the SAT for admissions? _____

Review NOIR for the next two questions.

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

5. 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? _____

Complete the questionnaire on pages 2-3 of this worksheet. Be sure to score it as well.
MY SCORE IS _____.

Now answer the questions below:

8. Identify the four nominal variables in the questionnaire by putting the item numbers below.

9. Are the data that will come from item 1-25 nominal, ordinal, interval or ratio? _____.

10. Are items 1-25 are what type of scale?

Construct: Conflict Management
Scale Name: Communicative Adaptability Scale - Self-Evaluation Form
Developers: Robert Duran, University of Hartford
Rating Scale:
5 = always true of me 4 = often true of me 3 = sometimes true of me
2 = rarely true of me 1 = never true of me.
Directions: Put number that best reflects your self assessment next to each statement below.
Items:
___ 1. I like to be active in different social groups.
___ 2. I try to make the other person feel important.
___ 3. In most social situations, I feel tense and constrained. (R)
___ 4. When I am anxious, I often make jokes.
___ 5. I find it easy to get along with new people.
___ 6. I often make jokes when in tense situations.
___ 7. I am aware of how intimate my disclosures are.
___ 8. I feel nervous in social situations. (R)
___ 9. I know how appropriate my self-disclosures are.
___ 10. When I embarrass myself, I often make a joke about it.
___ 11. My voice sounds nervous when I talk with others. (R)
___ 12. I try to be warm when communicating with another.
___ 13. I am relaxed when talking with others.
___ 14. I disclose at the same level that others disclose to me.
___ 15. When someone makes a negative comment about me, I respond with a witty comeback.
___ 16. When I self-disclose, I know what I am revealing.
___ 17. I enjoy socializing with various groups of people.
___ 18. I am aware of how intimate the disclosures of others are.
___ 19. While I'm talking, I think about how the other person feels.
___ 20. I enjoy meeting new people.
___ 21. I do not "mix" well at social functions. (R)
___ 22. People think I am witty.
___ 23. I am verbally and nonverbally supportive of other people.
___ 24. When talking, my posture seems awkward and tense. (R)
___ 25. I try to make the other person feel good.

26.	I am a college:	freshman	sophomore	junior	senior
27.	I currently attend college:		full time	part time	
28.	I am:	Communication major	not a Communication major		
		Undecided or have not declared my major			
29.	I am:	female		male	

Description:

The Communicative Adaptability Scale (CAS) is a self-report and observational instrument designed to measure the ability to perceive socio-interpersonal relationships and adapt one's interaction goals and behaviors accordingly. The multi-dimensional measure consists of 6 dimensions: (1) social experience, which assesses affect for and participation in varied social settings; (2) social confirmation, which taps maintenance of the other's projected social image; (3) social composure, which measures the degree to which one feels relaxed in social situations; (4) appropriate disclosure, which assesses sensitivity to the intimacy level of social exchanges; (5) articulation, which measures the appropriateness of one's syntax and semantics; and (6) wit, which taps the use of humor to diffuse social tension (Duran, 1992).

Scoring:

Step One: Go back to the CAS forms and identify the items followed by (R). This indicates that the item needs to be "reverse scored." For each of these items, change the scores in the following way:

If the score is a 5, change it to a 1
If the score is a 4, change it to a 2
If the score is a 2, change it to a 4
If the score is a 1, change it to a 5
If the score is a 3, leave it marked as a 3

Step Two: The self-scoring table shows the items numbers that are used to measure each of the CAS factors. In the blanks to the right of the item numbers, insert the scores (after reversing as instructed above). Then, add the scores in the columns to find your overall scores for each factor. Then add those together for your overall score.

References:

Duran, R. L. (1983). Communicative adaptability: A measure of social communicative competence. Communication Quarterly, 31, 320-326.

Duran, R. L. (1992). Communicative Adaptability: A Review of Conceptualization and Measurement. *Communication Quarterly, 40 (3)*, 253-268.

Evaluation by Self Scoring Table

Social Experience		Social Composure		Appropriate Disclosure		Wit		Articulation		Social Confirmation	
Item #	Item Score	Item #	Item Score	Item #	Item Score	Item #	Item Score	Item #	Item Score	Item #	Item Score
1		4		9		5		3		2	
6		10		11		8		7		15	
20		13		17		12		14		23	
24		16		19		18		21		27	
25		28		22		26		29		30	
Factor Score ➤		Factor Score ➤		Factor Score ➤		Factor Score ➤		Factor Score ➤		Factor Score ➤	