Long answer Questions

Chapter	Topics that are good to test for Long Answer Questions	All Questions begin with a scenario like this	Then you have to answer three questions like this:	What is the real concept they are testing? If you remember this: - Take information from the scenario - Explain it in your own words - Use phrases we used in the course
6 – Interpersonal Communication	Stages of Interpersonal Relationships - Initiating - Maintaining - Deteriorating	Layla and Noor lived next door to each other in Riyadh. They met when they were young and started talking while playing outside. They liked the same games and spent a lot of time together. As they grew older, their friendship became stronger. They helped each other with schoolwork and shared their feelings. They spent weekends together, talking and laughing. They cared about each other and were always there when needed. But later, things changed. Layla received messages from Noor that were not kind. Noor said things that hurt Layla's feelings. Layla felt sad and confused. She tried to talk to Noor, but Noor didn't listen. Their friendship became weak, and they stopped spending time together.	1. How did Layla and Noor initiate their friendship? Write at least two sentences (2 marks) 2. How did they maintain their friendship? Write at least two sentences (2 marks) 3. What caused their friendship to deteriorate? Write at least two sentences (2 marks) Choose one sentence from the text + explain it in your words and using words from the COM201 course.	Stages of interpersonal relationships from Chapter 6: See the slide below Answers: (1) Layla and Noor lived next door to each other so they lived close as neighbors. This means that they initiated their friendship through proximity which is physical closeness. (2) Layla and Noor helped each other with schoolwork and shared their feelings, so they showed affection for each other. This means that they maintained their friendship through empathy and care. (3) Later in their friendship Layla received messages from Noor that were not kind, so this affected their relationship negatively. This means that their

				relationship deteriorated because of the hurtful messages.

COM201_CHAPTER 6 – INTERPERSONAL COMMUNICATION

STAGES OF INTERPERSONAL RELATIONSHIPS



Stage 1: Initiating

What makes us start relationships?

- **Proximity** – Physical closeness . Example: Living near to each other/attending the same school)
- **Attractiveness** – Physical & Social Value. Example: It varies from one culture to another.
- **Responsiveness** – Selective friends who have a positive interest in us. Example: People who think our jokes are funny.
- **Similarity** - people who like or dislike the same things we do; share attributes, such as size, color, or shape. Example: Liking the same football team.
- **Complementarity** – binding with people whose strengths are our weaknesses. Example: Your friend who hates maths bonds with you because you are great at it.



Stage 2: Maintaining

How do we maintain relationships?

- **Empathy and Care.** Example: Ask how your friend is feeling and really listen to their answer
- **Respect Boundaries.** Example: Understand when your friend needs some space or alone time.
- **Express Appreciation**. Example: Thank your partner for making dinner or helping with chores.
- **Resolve Conflicts Calmly.** Example: Discuss any disagreements openly without raising your voice or blaming.
- **Communicate Regularly.** Example: Send a quick message just to check in and say hello.



Stage 3: Deterioration

How do we destroy relationships?

- **Hurtful Messages & Events.** Example: Things people say and do that create emotional pain or upset.
- **Deceptive Communication.** Example: The practice of deliberately making somebody believe things that are not true. A friend who lies about who they are spending time together.
- **Aggressiveness**. Example: Someone caring about their own needs but no one else's.
- **Argumentativeness.** Example: Always having to debate an issue. Being contentious.
- **Defensiveness.** Example: The response that occurs when some feels attacked.

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7– Inclusive Communication	Theories of Inclusive Communication - Social Identity Theory - Communication Accommodation Theory - Contact Theory	Fatimah is from Saudi Arabia. Noor is from Egypt. They meet in their first English class at university. Fatimah speaks slowly and uses easy English words when talking to Noor. Noor smiles and does the same. After class, they sit together in the cafeteria. Fatimah says, “We are both Arab. That feels nice in a new place.” Noor nods, “Yes, I feel happy to see someone like me.” Later, they work on a group project with students from other countries. At first, they speak only to each other. Then their teacher says, “Try to talk with everyone.” Fatimah and Noor start speaking more with the group. After a few weeks, they have new friends from different cultures.	1. Which theory does this scenario show? Write at least two sentences (2 marks) 2. What example shows the girls changing how they speak? Write at least two sentences (2 marks) 3. How does the group project help them understand others? Write at least two sentences (2 marks) Choose one sentence from the text + explain it in your words and using words from the COM201 course.	Stages of interpersonal relationships from Chapter 7: See the slide below Answers: (1) Fatimah and Noor are both Arab and speak English in a similar way. They feel happy when they meet. This shows they started their friendship through shared identity. This means they formed a bond because they saw similarities between themselves. This reflects the social identity theory. (2) Fatimah speaks slowly and uses easy words when talking to Noor. Noor does the same. This shows they are adapting their speech. This means they used communication accommodation to help each other understand better. This reflects the communication accommodation theory. (3) In the group project, Fatimah and Noor talked more with students from other cultures. They made new friends. This shows positive contact with others. This means they reduced

				barriers by working in a group and learning from new people. This reflects the contact theory in practice.
Chapter	Topics that are good to test for Long Answer Questions	All Questions begin with a scenario like this	Then you have to answer three questions like this:	What is the real concept they are testing? If you remember this: - Take information from the scenario - Explain it in your own words Use phrases we used in the course
7– Inclusive Communication	Intersectionality	Amina is a woman who wears a hijab and uses a wheelchair. Some students stare at her in the hallway. In class, she is sometimes ignored. She feels people judge her because of her religion and disability. Sara is a woman who works part-time. Her boss pays her less than the men. She feels angry because she is not treated fairly as a woman. Leila is an international student from Somalia. She speaks English well, but some people say she "sounds different." She also finds that people don't talk to her much. She feels sad when people treat her unfairly because of her race and accent.	Does Amina experience intersectionality? Why or why not? Write at least two sentences (2 marks) Does Sara experience intersectionality? Why or why not? Write at least two sentences (2 marks) Does Leila experience intersectionality? Why or why not? Write at least two sentences (2 marks) Choose one sentence from the text + explain it in your words and using words from the COM201 course.	(1) *"She feels people judge her because of her religion and disability."* Yes, Amina experiences intersectionality. She has two identities (Muslim and disabled), and she faces unfair treatment for both. This means she has multiple identities and faces discrimination in more than one way. (2) *"Her boss pays her less than the men."* No, Sara does not experience intersectionality. She is treated unfairly because she is a woman, but it is only one identity. This is sexism, not intersectionality. (3) *"She feels sad when people treat her unfairly because of her race and accent."* Yes, Leila experiences intersectionality. She is treated unfairly for two reasons—race and language background. This means she has overlapping identities and faces

				discrimination in more than one way.

(A) You should be able to define and explain the importance of studying inclusive communication.

Inclusive communication is about reducing barriers so that everyone is included, valued, and has access to the communication situation.
It is important for reducing barriers between people of different **social identities:** the social groups you believe you belong to, such as gender, race, or religion because you always interact with them.

Inclusive communication is important to understand how our communication can impact people in what we say and what we hear. It is learning about how we include and exclude people through our messages.

It is important for your professional career because a workplace is going o be more creative and innovative when it is more diverse

(B) You should be able to know and define the value of silence.

The way we view silence is different among cultures.

Which of these sayings do you like the best and why?

It is what people say that gets them in trouble (Japanese)
A loud voice shows an empty head (Finnish)
The cat that does not mew catches rats (Japanese)

True or false: *The dominant culture in North America tends to emphasize listening and being silent than talking? Why?*

_____
_____
_____



(C) You should be able to define and explain the five principles of Inclusive Communication with examples from your life.

Look at the following principles of inclusive communication and choose three that you are already following in your life:
(a) **Diversity:** Diversity is aspects of identity, such as race, ethnicity, gender, economic status, and ability, that are brought together in some way. Do you have a diverse group of friends?_____
(b) **Equity:** Providing equal opportunities for all people without discriminating based on identity. Have you experienced being equitable to other people around you? How?

_____
(c) **Cultural Identity:** Culture is the unique combination of rituals, religious beliefs, ways of thinking, and ways of behaving that unify a group of people. How many cultures have you learned about in your life?

_____
(d) **Dominant Identity:** This is the cultural identity that gets its power and influence from traditional social structures like politics, religious institutions, schools, and businesses; in the United States the dominant culture is white, male, heterosexual, married, and employed. Can you name the dominant identity in your country?

_____
(e) **Non-dominant identity:** A group that exists within a larger, dominant culture and differs from the dominant identities in one or more significant characteristics. Can you name three non-dominant identities in your city?
1._____ 2. _____ 3._____

did you find your answer online?

(D) You should be able to define and explain what intersectionality is and provide three examples of intersectionality in your experience:

Intersectionality is the way in which our social identities intersect and overlap, as well as how those with multiple marginalized identities experience systems of oppression and discrimination in multiple ways.

Circle whether this is an example of intersectionality or not.

1. Intersectionality or Not Intersectionality: A black Muslim woman faces racism and religious discrimination.
2. Intersectionality or Not Intersectionality: Woman experiences workplace sexism.
3. Intersectionality or Not Intersectionality: Native American disabled person faces ableism and cultural erasure.
4. Intersectionality or Not Intersectionality: Latino man faces racial discrimination in public spaces.

) You should be able to list at least 10 personal attributes and decide if ach attribute could align toward a dominant or nondominant group:

1. My ethnicity is: _____ (dominant group / non-dominant group)
2. My gender is: _____ (dominant group / non-dominant group)
3. My age is: _____ (dominant group / non-dominant group)
4. My socioeconomic status is: _____ (dominant group / non-dominant group)
5. My ability/disability is: _____ (dominant group / non-dominant group)
6. My religion is: _____ (dominant group / non-dominant group)
7. My mother tongue is: _____ (dominant group / non-dominant group)
8. My physical appearance is: _____ (dominant group / non-domin t group)
9. My physical appearance is: _____ (dominant group / non-dominant gro)
10. My physical appearance is: _____ (dominant group / non-dominant gro)

(F) You should be able to list at least 10 personal attributes and decide if each attribute could align toward a dominant or nondominant group:

If you had to pick one of these theories to research how it is practiced in Saudi Arabia as an extended project about studying people in your city which would you choose:

1. Social identity theory: A theoretical framework that explains how individuals form a sense of self and how they categorize themselves and others into social groups. You would be researching how Saudis feel connected to their tribes.
2. Communication accommodation theory ("CAT"): Communication accommodation theory is a framework that explains how people adjust their communication style to match the styles of others (divergence and convergence of distance from people). You would be researching the type of language young Saudis use with their grandparents and how they change their language to talk to their friends.
3. Contact theory A theory credited to psychologist Gordon Allport that explores the conditions under which positive attitudes and behaviours can develop between different social groups. You would be researching how foreign, non-Saudi expatriate workers interact with Saudi nationals in college or in the workplace.

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Chapter 8 – small group Communication	Types and Functions of Small Groups	Omar, Noura, and Khalid are in a group project for their COM201 class. Their teacher put them together. Omar is the group leader because the teacher said so. He tells everyone what to do and checks the deadline. Noura likes to make people feel happy. She tells jokes and helps when someone is stressed. She was not given this job, but she does it anyway. Khalid and Noura become good friends. They enjoy working together and talking about their lives after class.	(1) What type of group formation is this? Write at least two sentences (2 marks) (2) What role does Noura play in the group? Write at least two sentences (2 marks) (3) What is the purpose of this group? Write at least two sentences (2 marks)	(1) This is an assigned group. The teacher assigned the students to work together, which means the group was created by someone outside of the group. This is different from an emergent group, where the group forms naturally without being assigned. (2) Noura plays an informal role. She helps the group by making people feel happy and reducing stress. This role is not given to her by the teacher; it developed naturally based on her behavior and actions within the group. (3) The purpose of this group is both task-oriented and relationship-oriented. The group works on completing a project (task-oriented), but they also build friendships and enjoy talking to each other (relationship-oriented). This shows that while they have a task to complete, they also focus on getting to know each other.
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Chapter 8	Group think	Ahmed, Yasser, and Omar are in a group for	(1) Why did they not discuss	(1) They did not discuss the topic more

		their university project. They need to decide on a topic for their presentation. Ahmed suggests a topic about technology and the future, which he is very interested in. Yasser quickly agrees because he doesn't want to create problems. Omar also agrees but secretly thinks the topic is too broad and might be hard to cover. He feels that a more specific topic, like the impact of technology on education, would be better. However, Omar doesn't say anything because he doesn't want to disagree with the group. The three of them quickly move forward with the project, even though Omar is not happy with the topic. This situation is an example of a communication problem because they all agree without proper discussion, and Omar does not voice his concerns.	the topic more? (2) What is this communication problem? Use an example from the text with the technical definition. (3) How can it be prevented?	because they were focused on agreeing with each other to avoid conflict. No one wanted to disagree, so they moved quickly to agree on the topic without critically analyzing it. (2) This communication problem is group think. It happens when the desire for agreement and harmony in the group overrides critical thinking. For example, in the scenario, Omar didn't speak up about his concerns because he didn't want to disrupt the group, which shows the lack of open discussion and critical analysis. (3) Group think can be prevented by encouraging everyone to share their opinions, even if they are different. Additionally, assigning someone to play the role of a "devil's advocate" can help challenge ideas and prevent everyone from agreeing too quickly without proper discussion.

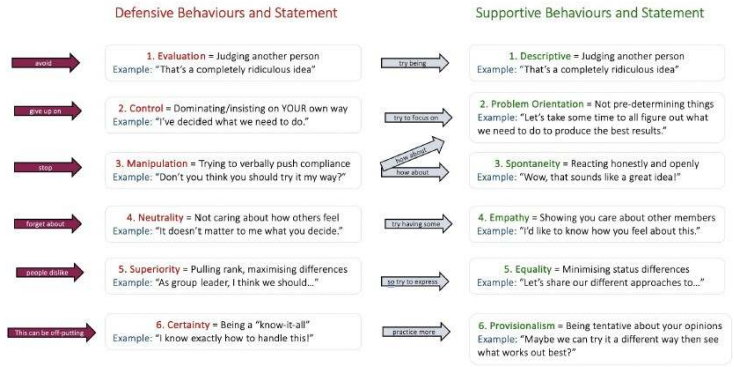
Complete the Chapter 8 Activities at Home – Tested in Quiz 2

(A) Activity – There are different types of groups which we all belong to and there are different functions that each group will serve. Match the phrases to the definitions and find the example that matches the group type or function

Type/Function of Group	Definition	Example
(1) Type: Assigned Group	(A) Groups resulting from environmental conditions leading to the formation of a cohesive group of individuals.	A student group at college like a **student union**, even a debate club where the president of the debate club is **appointed.**
(2) Type: Emergent Group	(B) Groups that evolve out of a hierarchy whereby individuals are assigned membership to the group.	A group of students who come together to study for an exam. Three or four employees who are working on a specific project within a larger team or 100 employees.
(3) Function: Task-Oriented Group	(C) Also called secondary groups; groups formed for the purpose of completing tasks, such as solving problems or making decisions.	A group of friends who become friend in college or high school. A group of people who go walking together.
(4) Function: Relationship Oriented Groups	(E) Groups that are usually long term and exist to meet our needs for inclusion and affection.	Your family.

Classifying groups according to whether they are task oriented, relationship oriented, assigned, or emergent is important because a primary tension felt in groups is balancing the task and the interaction (relational) side of group work.

(B) Activity – Different cultures, meet, greet and eat differently. Learning about these differences and accepting these difference can help you to avoid miscommunication and ethnocentric behaviours. Use the country flags to complete the information below.



(C) First, go to your coursebook and study the development of roles for group members. You will study the 'formal role', 'informal 'role' and then people's behaviours that are organised into 'task functions', 'maintenance functions' and 'self-centred functions.'. Then complete the next three slide's matching activity:

COMPARE & CONTRAST TASK, MAINTENANCE, AND SELF-CENTRED ROLES

(D) First, go to your coursebook and read about group cohesiveness and 'group think': **An unintended outcome of cohesion in which the desire for cohesion and agreement takes precedence over critical analysis and discussion.** Be able to explain a situation that has happed in college where you engaged in 'group think'. What happened and why did you NOT do critical analysis or further discussion? Why did you just agree even though you didn't like the idea? How is group think prevented in 4 ways?

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Chapter 9 ي	Conflict Management Style	At university, three students—Ahmed, Yasser, and Omar—are working on a group project. They have a disagreement about the direction of the project. Ahmed wants to focus on technology, Yasser suggests focusing on environmental issues, and Omar feels that both ideas are too broad and wants a more specific topic. To avoid tension, Ahmed insists on his idea, while Yasser quietly agrees to avoid arguing. Omar, frustrated but not wanting to cause problems, agrees too, even though he doesn't like the idea. Afterward, the group faces issues with the project because they did not truly discuss their ideas, and the outcome is not as good as it could have been. The group struggles to move forward because they did not take the time to address the conflict properly.	(1) Which conflict management style is being used by Ahmed, Yasser, and Omar in this scenario? Write at least two sentences. (2 marks) (2) Is this conflict management style effective or ineffective? Why? Write at least two sentences. (2 marks) (3) Which conflict management style do you prefer, and why? Write at least two sentences. (2 marks)	(1) The conflict management style used by Ahmed is competition, as he insists on his idea despite others' objections. Yasser and Omar use accommodation, agreeing to Ahmed's idea to avoid confrontation, even though they don't agree with it. (2) This conflict management style is ineffective because it does not allow for a proper discussion or resolution of the disagreement. By avoiding true discussion and agreeing without expressing their concerns, the group creates tension and poor outcomes in the project. (3) I prefer the collaboration style because it encourages open communication and finding the best solution that everyone can agree on. Although it takes more time, it leads to a more creative and satisfying outcome for everyone involved.

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Chapter 9	Workplace Communication Skills	Three students, Huda, Aisha, and Mariam, are doing a group project at their college in Riyadh. Huda always smiles and uses kind words when speaking, which makes everyone feel comfortable in the group. Aisha listens carefully and always says things like, "I understand how you feel." She helps the group feel supported. Mariam speaks clearly but sometimes uses words that can mean different things. One time, she said, "This part is interesting," but didn't explain what she meant. Still, the group stays organized because they take turns speaking and do not interrupt each other. They also use hand gestures and eye contact to keep the discussion flowing.	(1) How does Huda help the group feel connected? (2) What kind of listener is Aisha? What does she say to show this? (3) What problem can happen when Mariam speaks? Why?	(1) Huda helps the group feel connected by smiling and using kind words. This is called **immediacy** because she makes the group feel close and comfortable. (2) Aisha is a **supportive** listener. She listens carefully and says things like "I understand how you feel," which shows she has empathy and supports others. (3) Mariam sometimes uses words that have more than one meaning. This is called **strategic ambiguity**, and it can cause confusion if the group doesn't ask her to explain.
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	Questions			- Take information from the scenario - Explain it in your own words Use phrases we used in the course
Chapter 9	Metamorphosis 2	Reem just started working at a new media company in Riyadh. On her first day, she listened to stories her team told about how they always help clients quickly. She understood this was part of the company culture. She also watched how her team spoke to clients and asked a coworker for tips. At first, Reem felt confused because the job tasks were different from what she expected. She talked to her manager and they made some changes. Reem also followed her team leader closely to learn how to behave at work.	(1) What did Reem do to learn the company culture? (2) What did Reem do when the job was not what she expected? (3) Who helped Reem learn how to act at work?	(1) Reem listened to team stories and watched her coworkers. This shows she interpreted messages and used indirect observation to learn company values. (2) Reem felt confused, so she talked to her manager and they changed some tasks. She addressed unmet expectations by asking for support. (3) Reem followed her team leader as a role model. She used socialization tactics to learn how to behave in her new workplace.