

EXAM
CODE **417**

CATALOG
NUMBER **COMx215**

Interpersonal Communication

CREDIT
HOURS

3

LEVEL

LOWER

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 140 multiple choice and other type questions. You will have three (3) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 29, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam.

If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150

hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning

situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter
- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are

expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Interpersonal Communication

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content.

Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

DeVito, J.A. (2019). *The interpersonal communication book* (15th ed.). Boston: Pearson Education.

For Knapp’s stages of relationship development: Encyclopedia.com, Relationships, Stages Of: <https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/relationships-stages>

The study materials may be purchased from the [Excelsior College Bookstore](http://www.excelsior.edu/bookstore).

Optional Resources

This textbook was identified by the examination development committee as a resource to help you gain a deeper understanding of the subject.

Wood, J.T. (2020). *Interpersonal communication: Everyday encounters* (9th ed.). Belmont, CA:Thomson Wadsworth.

Practice Exam

There is no corresponding practice exam resource for Interpersonal Communication.

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses

are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Interpersonal Communication examination is based on material typically taught in a one-semester lower-level course in interpersonal communication. The content of the examination corresponds to course offerings such as Human Communication Dynamics, Relational Communication, Communication in Everyday Life, Principles of Interpersonal Communication, and Effective Communication.

The examination measures knowledge of facts and terminology, understanding of concepts and theories, including verbal and nonverbal communication, relationship theories, and challenges to effective interpersonal communication, and the ability to apply this knowledge and understanding in evaluating and improving aspects of interpersonal communication.

No prior knowledge of interpersonal communication theory is required before beginning study for this exam.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Identify and differentiate among the three models of interpersonal communication. (Aligns to GECC 1.1)
2. Define self, perception, and listening as they relate to interpersonal communication. (Aligns to GECC 1.1)
3. Identify, distinguish, and apply verbal and nonverbal messages in interpersonal interactions. (Aligns to GECC 1.2)
4. Describe the role of interpersonal communication in relationship growth, maintenance, and deterioration. (Aligns to GECC 4.2)
5. Recognize and manage the challenges to effective interpersonal communication. (Aligns to GECC 4.2)
6. Apply the concepts, principles, and theories in a variety of interpersonal contexts. (Aligns to GECC 4.2)

General Education Career Competencies Addressed in this Exam

GECC-1: Oral and Written Communication: Present oral communication with appropriate content, organization, and delivery for the audience and purpose. Deliver written communication with appropriate content, organization, syntax, mechanics, and style for the audience and purpose.

GECC-4: Cultural Diversity and Expression: Explain the dynamics of social identity or cultural differences within interpersonal and societal relations.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Interpersonal Communication examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Basics of Interpersonal Communication	20%	27
II. Verbal and Nonverbal Communication	20%	27
III. Relationship Theories, Development, Maintenance, Deterioration, Repair, and Dissolution	20%	27
IV. Challenges to Effective Interpersonal Communication	20%	27
V. Application Principles in Interpersonal Communication Contexts	20%	27
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Basics of Interpersonal Communication

20 PERCENT OF EXAM

DeVito (2013)

Ch. 1, Foundations of Interpersonal Communication

Ch. 3, Perception of the Self and Others in Interpersonal Communication

Ch. 4, Listening in Interpersonal Communication

Ch. 8, Conversational Messages (section on self-disclosure, only)

A. Characteristics of interpersonal communication

1. Interdependent individuals
2. Relational nature
3. Exists on a continuum (impersonal vs. interpersonal)
4. Verbal and nonverbal messages
5. Varied forms
6. Differences in effectiveness

B. Elements of interpersonal communication

1. Source-receiver
2. Encoding-decoding
3. Messages
 - a. Feedback
 - b. Feedforward
4. Channels
5. Noise

- a. Physical
 - b. Physiological
 - c. Psychological
 - d. Semantic
6. Contexts
- a. Physical
 - b. Temporal
 - c. Social-psychological
 - d. Cultural
7. Ethics
8. Competence
- C. Principles of interpersonal communication**
1. Transactional process
 2. Purposes
 3. Ambiguity
 4. Symmetrical/complementary relationships
 5. Content and relationship dimensions
 6. Punctuated events
 7. Inevitability, irreversibility, and unrepeatability
- D. Self**
1. Self-awareness
 - a. Johari Window model
 - b. Increasing/growing self-awareness
 2. Self-esteem (suggestions for improvement)
 3. Self-affirmation and self-affirmation statements
 4. Self-disclosure
 - a. Influences
 - b. Dyadic effects
 - c. Rewards and dangers
 - d. Guidelines for self-disclosure
- E. Perception**
1. Stages of perception
 - a. Stimulation
 - 1) Selective attention
 - 2) Selective exposure
- F. Listening**
1. Stages of listening
 - a. Receiving
 - b. Understanding
 - c. Remembering
 2. Impression formation
 - a. Self-fulfilling prophecy
 - b. Implicit personality theory and the halo effect
 - c. Perceptual accentuation
 - d. Primacy-recency
 - e. Consistency
 - f. Attribution of control
 - 1) Self-serving bias
 - 2) Overattribution
 - 3) Fundamental attribution error
 - g. Increasing accuracy
 - 1) Analyzing impressions
 - 2) Perception checking
 - 3) Cultural sensitivity
 3. Impression management strategies
 - a. Immediacy
 - b. Affinity-seeking
 - c. Credibility
 - d. Self-handicapping
 - e. Self-deprecating
 - f. Self-monitoring
 - g. Influencing
 - h. Image-confirming

- d. Evaluating
- e. Responding
- 2. Barriers to effective listening
- 3. Culture, gender, and listening
- 4. Effective listening
 - a. Empathy/objective
 - b. Critical/nonjudgmental
 - c. Surface/depth
 - d. Active/inactive

- 3) Age
- 4) Sex
- 2. Guidelines for using verbal messages
 - a. Use
 - 1) Extensional orientation
 - 2) Non-allness
 - 3) Distinction between facts and inferences
 - 4) Discrimination
 - 5) Discussion about middle ground
 - 6) Updated messages
 - b. Avoid
 - 1) Intensional orientation
 - 2) Allness
 - 3) Fact-inference confusion
 - 4) Indiscrimination
 - 5) Polarization
 - 6) Static evaluation

II. Verbal and Nonverbal Communication

20 PERCENT OF EXAM

DeVito

Ch. 5, Verbal Messages

Ch. 6, Nonverbal Messages

Ch. 8, Conversational Messages

A. Verbal communication

- 1. Principles of verbal messages
 - a. Packaging
 - b. Meanings created in people
 - c. Denotative and connotative
 - d. Levels of abstraction
 - e. Politeness variations and netiquette
 - f. Criticism/praise
 - g. Assertiveness variations
 - h. Confirmation
 - i. Disconfirmation
 - 1) Ableism
 - 2) Racism
 - 3) Heterosexism
 - 4) geism
 - 5) Sexism
 - j. Cultural identifiers and cultural sensitivity
 - 1) Race and nationality
 - 2) Affectional orientation

B. Nonverbal communication

- 1. Nonverbal definition
- 2. Nonverbal channels
 - a. Body communication/kinesics and appearance
 - b. Facial communication
 - c. Eye communication, avoidance, and pupil dilation
 - d. Touch communication/haptics
 - e. Paralanguage
 - f. Silence
 - g. Spatial messages and territoriality/proxemics
 - h. Artifactual communication
 - i. Temporal communication/chronemics
- 3. Nonverbal functions
 - a. Forming and managing impressions (including expressiveness)
 - b. Forming and defining relationships

- c. Structuring conversation and social interaction
- d. Influencing and deceiving
- e. Expressing emotions
- 4. Nonverbal communication and culture
 - a. Culture and gestures
 - b. Culture and facial expressions
 - c. Culture and eye communication
 - d. Culture and touch
 - e. Culture, paralanguage, and silence
 - f. Culture and colors
 - g. Culture and time
- 5. Nonverbal taboos
- 6. Theories about space
 - a. Protection
 - b. Equilibrium
 - c. Expectancy violations
 - d. Immediacy
 - e. Territoriality
- C. Conversation process and turn taking cues**
 - 1. The five stage model of conversation
 - a. Opening
 - b. Feedforward
 - c. Substance/focus (business)
 - d. Feedback
 - e. Closing
 - 2. Conversational management
 - a. Initiation of a conversation
 - b. Principles of maintaining conversations
 - c. Closing conversations
 - d. How to deal with unsatisfying conversational partners
 - 3. Conversational disclosure
 - a. Influences
 - b. Rewards and dangers
 - c. Guidelines
 - 4. Organizational Conversation

- a. Formal
 - 1) Upward
 - 2) Downward
 - 3) Lateral
- b. Informal/grapevine
- 5. Conversational problems
 - a. Preventing: disclaimers
 - b. Repairing: excuses and apologies

III. Relationship Theories, Development, Maintenance, Deterioration, Repair, and Dissolution

20 PERCENT OF EXAM

DeVito

Ch. 9, Interpersonal Relationship Stages, Theories, and Communication

Ch. 10, Interpersonal Relationship Types

A. Theories

- 1. Models of relationship development
 - a. DeVito's six stage model of relationships
 - b. Knapp's model of interaction stages
- 2. Attraction
- 3. Relationship rules
- 4. Relationship dialectics
- 5. Social penetration
- 6. Social exchange
- 7. Equity
- 8. Uncertainty reduction

B. Relationship development

- 1. Relationship license
- 2. Theories of relationship development

C. Relationship maintenance

- 1. Functions
- 2. Maintenance strategies
- 3. Reasons for maintaining

D. Deterioration

1. Models of relationship deterioration
 - a. Knapp's model of interactive stages
 - b. DeVito's six stage model of relationships
2. Causes of break-ups
3. Effects of deterioration
4. Communication patterns during break-ups

E. Relationship repair

1. Interpersonal
2. Intrapersonal

F. Relationship dissolution

1. Reasons
2. Strategies

G. Dealing with a breakup

4. Conflict within cultures
5. Stages of conflict management
6. Conflict management strategies
7. Verbal aggression and argumentativeness

B. Power

1. Types of power
 - a. Coercive
 - b. Reward
 - c. Legitimate
 - d. Expert
 - e. Referent
 - f. Information/persuasion
2. Verbal and nonverbal displays of power
3. Compliance gaining and compliance resistance strategies
4. Misuses of power and influence
 - a. Sexual harassment
 - b. Power plays

C. Emotion

1. Emotional intelligence
2. Influences of emotions
 - a. Bodily reactions
 - b. Mental evaluations and interpretations
 - c. Cultural contexts
3. Self-talk
4. Principles of emotions and emotional messages
5. Obstacles to communicating emotions
6. Expressing emotions
7. Effectively communicating empathy

IV. Challenges to Effective Interpersonal Communication

20 PERCENT OF EXAM

DeVito

Ch. 3, Perception of the Self and Others in Interpersonal Communication (section on self-talk, only)

Ch. 7, Emotional Messages

Ch. 12, Interpersonal Conflict and Conflict Management

Ch. 13, Interpersonal Power and Influence

A. Conflict management

1. Conflict principles
2. Positive and negative outcomes
3. Five styles of conflict
 - a. Competing
 - b. Avoiding
 - c. Collaborative
 - d. Accommodating
 - e. Compromising

V. Application Principles in Interpersonal Communication Contexts

20 PERCENT OF EXAM

DeVito

Ch. 1, Foundations of Interpersonal Communication (section on computer-mediated communication, only)

Ch. 2, Culture and Interpersonal Communication

Ch. 8, Conversational Messages (section on online relationship theories, only)

Ch. 9, Interpersonal Relationship Stages, Theories, and Communication

Ch. 10, Interpersonal Relationship Types

A. Computer-mediated communication (CMC)

1. Definition of computer-mediated communication
2. Face-to-face vs. computer mediated
3. Theories
 - a. Social presence
 - b. Social information processing

B. Family

1. Definition of family
2. Characteristics of families
 - a. Roles
 - b. Responsibilities
 - c. History and future
 - d. Shared space
3. Family or marital types
 - a. Traditional
 - b. Independent
 - c. Separate
4. Family communication patterns
 - a. Equality
 - b. Balanced split
 - c. Unbalanced split
 - d. Monopoly
5. Influence of culture, gender, and technology

C. Friends

1. Definitional components
 - a. Interdependence
 - b. Mutual productivity
 - c. Mutual positive regard
2. Friendship types
 - a. Association
 - b. Receptivity
 - c. Reciprocity
3. Friendship needs
 - a. Utility
 - b. Affirmation
 - c. Ego support
 - d. Stimulation
 - e. Security
4. Friendship stages
 - a. Contact
 - b. Involvement
 - c. Close/intimate
5. Influence of culture, gender, and technology

D. Culture in interpersonal communication

1. Nature of culture
 - a. Definition
 - b. Enculturation vs. acculturation
 - c. Ethnic identity
 - d. Beliefs and values
 - e. Evolution vs. relativism
2. Relevance of culture
 - a. Demographic changes
 - b. Cultural sensitivity
 - c. Economic and political interdependence
 - d. Technology/globalization
3. Cultural differences
 - a. Power distance
 - b. Masculine/feminine
 - c. High/low ambiguity tolerance

- d. Individual/collective orientation
- e. High/low context
- 4. Intercultural communication
 - a. Definition
 - b. Model
 - c. Strategies for improving intercultural communication
- 5. Disability and communication
- E. Love/romantic relationships**
 - 1. Definition
 - 2. Love types (for example: eros, ludus, storge, etc.)
 - 3. Love and communication
 - 4. Jealousy
 - 5. Influence of culture, gender, and technology
- F. Workplace relationships (for example: romantic, mentoring, networking)**
- G. Relationship violence**
 - 1. Definition
 - 2. Effects
 - 3. Alternatives
 - 4. Dealing with violence

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 20–25 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which statement best describes the transactional view of interpersonal communication?
 - 1) Communication is static.
 - 2) Communication is sequential between communicators.
 - 3) Communication occurs simultaneously between communicators.
 - 4) Communication flows in one direction at a time between speaker and listener.
2. A man's relationship with his significant other is falling apart. He decides not to attend a party because he knows his partner will be there and will become argumentative. Which stage of Knapp's model of relationship does this situation represent?
 - 1) avoiding
 - 2) circumscribing
 - 3) differentiating
 - 4) stagnating
3. Which relationship theory supports the idea that some people tend to be attracted to others with opposite personality characteristics?
 - 1) proximity
 - 2) reinforcement
 - 3) complementarity
 - 4) socioeconomic
4. Which theory predicts that an individual will end a friendship if the costs of the relationship outweigh the rewards of the friendship?
 - 1) equity
 - 2) relational dialectics
 - 3) social exchange
 - 4) social penetration
5. Which disengagement strategy does this statement represent?

"I'm tired of doing everything to hold this relationship together! Your lack of effort and disregard for our relationship can't continue! This relationship must end."

 - 1) justification
 - 2) negative identity management
 - 3) de-escalation to reduce exclusivity
 - 4) behavioral de-escalation to reduce intensity

6. A person displays an argumentative communication style geared towards winning at all costs. Which conflict management style is this person exhibiting?
 - 1) avoiding
 - 2) blaming
 - 3) competing
 - 4) compromising

7. During a conversation, a man yells at his brother, "Yeah, well I'm not nearly as stupid as you." Which conflict management strategy is being shown in this statement?
 - 1) blaming
 - 2) argumentativeness
 - 3) verbal assertiveness
 - 4) verbal aggression

8. An employee admires her supervisor, wants to be like her, and alters her behavior to identify with that of the supervisor. Which type of power does the supervisor have over this employee?
 - 1) coercive
 - 2) legitimate
 - 3) referent
 - 4) reward

9. Which speech form is revealed in this statement?

"I think this is a really good idea, don't you?"

 - 1) slang
 - 2) intensifier
 - 3) tag question
 - 4) self-critical statement

10. During a dispute between two neighbors, one rejects a neighbor's request and refuses to comply. Which compliance resistance strategy does this situation represent?
 - 1) justification
 - 2) negotiation
 - 3) nonnegotiation
 - 4) identity management

BASE YOUR ANSWERS TO QUESTIONS 11–15 ON THE FOLLOWING INFORMATION:

During Internet chat sessions dedicated to baseball, Max and Susan began to realize that they had a lot in common. Max was new to chatting on line, and at first didn't see his interaction with Susan as being meaningful. Eventually, however, Max became comfortable communicating with Susan in this new way. He was pleasantly surprised to find that it was just as personal as communicating with his friends in the "real" world.

Over time, Max and Susan's conversations branched out beyond baseball into a variety of intimate topics. But Max and Susan soon realized that talking on line was somewhat impersonal, so they began talking on the phone, which increased their feelings of closeness. Because they were able to hear each other's voices, they gained a better understanding of who the other person using this communication channel was, which offered more variety in language and tone of voice. They further discovered that they had even more common interests, and began sharing many personal insights.

Before long, Max and Susan's relationship became obsessive and possessive. Many of Max and Susan's friends complained that they were always together and no longer had time for other relationships outside their own. Some of their friends began to think their relationship was too intense, but Max and Susan didn't care because they were afraid of losing each other.

11. Which communication theory explains why Max and Susan shifted their communication from on line to the telephone?
 - 1) social exchange
 - 2) social penetration
 - 3) social presence
 - 4) social information processing

12. Which theory explains why Max's online relationship with Susan is similar in closeness to his relationship with his friends in face-to-face communication?
 - 1) social exchange
 - 2) social presence
 - 3) social penetration
 - 4) social information processing

13. Which stage of Knapp's model is represented in the second paragraph of the scenario?
- 1) bonding
 - 2) circumscribing
 - 3) differentiating
 - 4) intensifying
14. Why are Max and Susan primarily attracted to each other?
- They are attracted to each other primarily because of
- 1) proximity.
 - 2) similarity.
 - 3) educational status.
 - 4) physical appearance.
15. On which type of love is Max and Susan's relationship primarily based?
- 1) agape
 - 2) eros
 - 3) ludus
 - 4) mania
16. What term denotes the process of communicating back to a sender what the receiver thinks the sender meant?
- 1) hearing
 - 2) evaluating
 - 3) active listening
 - 4) empathic listening
17. Which action is an example of how a nonverbal message accents a verbal message?
- 1) winking to indicate one is telling a lie
 - 2) signaling "okay" with a hand gesture
 - 3) looking longingly into someone's eyes when saying, "I love you"
 - 4) vocalizing "ums" to indicate that one has not yet finished speaking
18. A student and a teacher have different understandings of the term examination. What does this say about meanings?
- 1) Meanings are packaged.
 - 2) Meanings are in people.
 - 3) Meanings require metacommunication.
 - 4) Meanings between teacher and student can be polite.
19. Wearing appropriate dress to an interview reveals that a job seeker understands which aspect of nonverbal communication?
- 1) adaptor
 - 2) immediacy
 - 3) influence
 - 4) body appearance
20. In the five stage model of conversation, at what stage does one person give another person a general idea of the conversation's focus?
- During the
- 1) opening
 - 2) feedforward
 - 3) business
 - 4) feedback
21. Two parents agree to share the family responsibilities. They mutually decide that the father will be responsible for child care and household chores, while the mother will be responsible for business and financial matters.
- Which family communication pattern does this scenario represent?
- 1) equality
 - 2) monopoly
 - 3) balanced split
 - 4) unbalanced split
22. Which type of relationship (couple or family) is characterized by both individuals holding similar attitudes, values, and philosophy of life?
- 1) separate
 - 2) traditional
 - 3) independent
 - 4) separate-traditional

23. Which friendship type is typically short-lived?
- 1) affirmation
 - 2) association
 - 3) receptivity
 - 4) reciprocity
24. Which impression management strategy tends to increase the chances that someone will be liked by others?
- 1) credibility
 - 2) affinity-seeking
 - 3) self-monitoring
 - 4) image-confirming
25. A person is listening to a friend who is telling him that she just applied to a prestigious law school and is anxiously awaiting an acceptance letter. The next time this person sees his friend, he asks if she has heard from the school regarding her admission. What stage of listening is being demonstrated?
- 1) hearing
 - 2) understanding
 - 3) remembering
 - 4) evaluating
26. Students in a class whine and moan when confronted with an unexpected pop quiz. Which communication method are the students exhibiting?
- 1) haptics
 - 2) kinesics
 - 3) paralanguage
 - 4) persuasion
27. A person is discussing how much she likes her new car with a friend. She insists that the friend would be very happy if he purchased the same model. This exchange best represents which purpose of interpersonal communication?
- 1) to learn
 - 2) to relate
 - 3) to help
 - 4) to influence

SECTION FOUR

Rationales

1. (IC1)

- 1) A transactional model of interpersonal communication recognizes that people's communication varies over time. Each communicator's communication changes over time and does not remain stagnant.
- 2) The interactive model of interpersonal communication portrays communication as a sequential process in which one person is a sender and another is the receiver.
- *3) In the transactional model of interpersonal communication, each person serves simultaneously as speaker and listener and communication is an interactive process.
- 4) Linear models of interpersonal communication portray communication as flowing in only one direction, from the sender to a passive receiver.

2. (IIID1a)

- *1) Avoiding occurs when couples become physically and emotionally separate and there is no positive face-to-face interaction.
- 2) Circumscribing occurs when couples stick to safe conversational topics.
- 3) Differentiating occurs when couples think of themselves as distinct from each other.
- 4) Stagnating occurs when communication becomes inactive.

3. (IIIA2)

- 1) The principle of proximity maintains that people who are attracted to one another or become friends are the people who have the greatest opportunity to interact with each other. Physical closeness or proximity is most important in the early stages of interaction.
- 2) The principle of reinforcement suggests that people are attracted to those who give rewards or provide support.
- *3) The principle of complementarity holds that sometimes people are attracted to others who have opposite characteristics, interests, or physical traits.
- 4) The socioeconomic theory of relationship suggests that people consider the other's socioeconomic status in making romantic relationship decisions.

4. (IIIA6)

- 1) Equity theory predicts that couples should have an equal level of costs and rewards in relationships.
- 2) Relational dialectics theory examines the tensions that exist in relationships.
- *3) Social exchange theory predicts that people develop relationships in which the rewards outweigh the costs.
- 4) Social penetration theory predicts that individuals vary on the breadth and depth of self-disclosure over the course of a relationship.

*correct answer

5. (IIIF2)

- 1) Justification refers to giving reasons for the breakup, but not establishing blame.
- *2) Negative identity management refers to blaming the other person and absolving yourself for a breakup.
- 3) De-escalation to reduce exclusivity refers to opening the relationship to other people.
- 4) Behavioral de-escalation to reduce intensity refers to avoidance behavior or behavior that reduces communication and time together.

6. (IVA3a)

- 1) Avoid is a conflict management style that occurs when one refuses to talk about a problem, changes the topic, or withdraws from the situation.
- 2) Blaming is a face-detracting approach to interpersonal conflict that involves rejecting the other person and treating that person as incompetent, untrustworthy, or generally worthless.
- *3) Competing occurs when one displays great concern for her/his own needs and little or no concern for the needs and desires of others. This communication style represents the I win, you lose approach to conflict management.
- 4) Compromising occurs when one shows some concern for one's own needs, as well as the needs of others.

7. (IVA7)

- 1) Blaming is a face-detracting strategy designed to attribute responsibility for a problem or conflict to another person, instead of trying to find a solution.
- 2) Argumentativeness is the degree to which an individual is willing to argue a specific point of view.
- 3) Verbal assertiveness is the degree to which one is willing to speak one's mind.
- *4) Verbal aggression is an unproductive conflict strategy in which one person tries to win an argument or conflict by attacking another person's self-concept. The intent is to discredit the other person.

8. (IVB1e)

- 1) Coercive power is based on punishing or forcing another person into a certain position.
- 2) Legitimate power is based on a person's right to make decisions or requests because of the authority associated with that individual's position.
- *3) Referent power is based on admiration and respect for an individual. Followers comply because they like and identify with the supervisor.
- 4) Reward power is based on an individual's ability to offer rewards in exchange for cooperation and compliance from others.

9. (IVB2)

- 1) The use of slang in a public or professional context suggests class connotations and little or no power or authority. The statement does not reflect slang.
- 2) The use of intensifiers makes everything one says sound the same and does not allow the listener to independently emphasize the meaning of a statement.
- *3) The use of tag questions asks for another person's agreement and tends to indicate a speaker's uncertainty.
- 4) The use of self-critical statements illustrates a speaker's lack of self-confidence.

10. (IVB3)

- 1) Justification is resisting compliance by offering reasons or grounds for noncompliance.
- 2) Negotiation is resisting compliance but offering some compromise.
- *3) Nonnegotiation is refusing to comply by saying no and ending all further attempts at conversation or discussion.
- 4) Identity management is an attempt to manipulate the image of the person making a request.

*correct answer

11. (VA3a)

- 1) Social exchange theory predicts that we develop relationships in which the rewards outweigh the costs.
- 2) Social penetration theory predicts that people will vary on the breadth and depth of self-disclosure over the course of a relationship.
- *3 Social presence theory predicts that the degree to which communication is impersonal or personal depends upon the number of nonverbal cues people exchange with one another. Talking on the phone involves more nonverbal cues than chatting on line, and therefore allowed Max and Susan to move to a greater level of interpersonal exchange.
- 4) Social information processing theory predicts that people can develop closeness both in face-to-face relationships and through computer-based communication.

12. (VA3b)

- 1) Social exchange theory predicts that relationships develop when the rewards of a relationship outweigh the costs.
- 2) Social presence theory predicts that the degree to which communication is impersonal or personal is dependent upon the number of nonverbal cues exchanged.
- 3) Social penetration theory predicts that individuals vary on the breadth and depth of self-disclosure over the course of a relationship.
- *4) Social information processing theory predicts that people can develop closeness both in face-to-face relationships and through computer-based communication.

13. (III A1b)

- 1) Bonding occurs when partners commit to one another exclusively or get married, which suggests to others a seriousness of intent and purpose.
- 2) Circumscribing occurs when partners restrict conversations to safe topics, thereby limiting the quantity and quality of interpersonal interaction.
- 3) Differentiating occurs when partners begin to see themselves as dissimilar to each other. Differences are stressed and the process of disengagement thus begins.
- *4) Intensifying occurs when couples interact on a deeper, more intimate and informal level. By talking on the phone, Max and Susan could better hear one another's voices, and in so doing, developed a better understanding of each other's feelings, personalities, and needs.

14. (III A2)

- 1) Proximity is the idea that people are attracted to others who are physically close. In this scenario, Max and Susan met on line, not face-to-face, and were not within direct physical proximity of one another when they first met.
- *2) Similarity refers to the idea that the more one has in common with another, the more likely the two people are to develop an attraction. Max and Susan's initial interaction was based on a shared liking for baseball. Over time, and through the use of other communication channels, they discovered they had much more in common than they first thought. As they became increasingly attracted to each other, they realized their similarities, and thus developed a close interpersonal relationship.
- 3) Educational status often plays a role in attraction theory, but there is no evidence in this scenario that education was a factor that influenced the development of Max and Susan's relationship.
- 4) Physical appearance is often responsible for a couple's attraction to one another. Since Max and Susan met on line, however, physical attraction was not a contributing factor to their initial appeal for one another.

*correct answer

15. (VE2)

- 1) Agape essentially means compassionate and selfless love. Agape lovers put the loved one's happiness ahead of their own, without expectations of reciprocity. It is a type of spiritual love that is not displayed by Max and Susan's relationship.
- 2) Erotic attraction is based in physical beauty and sexuality, and is very intense. Max and Susan's relationship developed over a period of time, and was not initially caused by physical attraction.
- 3) Ludus love is playful, lighthearted, and is not to be taken too seriously. Max and Susan display deeper feelings for one another and are obsessive about their relationship, which goes beyond ludic feelings of love.
- *4) Manic love is characterized by intensity of feelings, obsessive attraction, and fear of losing the other. All three factors characterize the relationship between Max and Susan.

16. (IF4d)

- 1) Hearing is the physiological process of receiving auditory messages.
- 2) Evaluating is trying to understand what a sender means.
- *3) Active listening is the process of communicating to the speaker one's understanding of the speaker's message. This provides the speaker the opportunity to offer explanation or clarification and to avoid misunderstanding, in a true dialogue.
- 4) Empathic listening is used to empathize or identify with the feelings of the speaker.

17. (IIA1a)

- 1) Winking is an example of a nonverbal message that serves to contradict a verbal message.
- 2) Signaling okay with a related and appropriate hand gesture is an example of a nonverbal message substituting for a verbal message.
- *3) Accent means to emphasize. In this case, looking longingly into someone's eyes emphasizes the meaning of the phrase, "I love you."
- 4) Vocalizing an um while speaking is an example of a nonverbal message that serves to control the flow of conversation.

18. (IIA1b)

- 1) Messages are packaged, not meanings. Meaning gets embedded into and read out of messages.
- *2) The meaning of terms such as examination varies from one person to another because meaning depends not only on the packaging of messages, but also on how the message is sent, as well as on the receiver's thoughts and values.
- 3) Metacommunication is communication about communication. In this question, the teacher and student do not talk about the larger meaning of the term examination apart from context.
- 4) Politeness refers to good manners, such as showing consideration, respect, and modesty. In this question we do not know whether the student or teacher is impolite. Therefore, it is not an issue. Furthermore, politeness is a characteristic of messages, not meanings.

*correct answer

19. (IIB3d)

- 1) An adaptor is a type of body movement that satisfies an internal need, and usually occurs without conscious awareness. Dressing appropriately for a particular purpose is an intentional activity, and not a type of body movement.
- 2) Immediacy is about attention, interest in, and attraction to another person in the moment. This question is about nonverbal communication, not about one's personal interest in the interviewer.
- *3) People can influence others not only through speech but also to a great extent through nonverbal messages. Appropriate dress for a job interview sends a nonverbal message to the interviewer that the candidate is serious, aware of what's acceptable, and possibly a good fit for the job.
- 4) Body appearance refers only to the physical body, not how it is adorned.

20. (IIC1b)

- 1) The first step is the opening stage of the conversation model. The conversation is usually initiated with some kind of greeting that establishes a connection between two or more people.
- *2) The second step is the feedforward stage where the speaker gives the listener a general idea of what will be the substance or focus of the conversation.
- 3) The third step is the business stage and comprises the actual substance or focus of the conversation.
- 4) The fourth step is the feedback stage whereby one reflects back on the conversation.

21. (VB4b)

- 1) In the equality family communication pattern, each person shares all responsibilities equally.
- 2) In the monopoly family communication pattern, one person is seen as the authority who commands rather than communicates and rarely asks for the other's input.
- *3) In the balanced split family communication pattern, equality is maintained, but each person has authority over different family responsibilities.
- 4) In the unbalanced split family communication pattern, each person has authority over different family responsibilities, but they are not equal, so that one person is generally in control of the relationship.

22. (VB3a)

- 1) In a separate relationship, each person sees her/himself as an individual and not as a couple. The couple may live together for convenience's sake, instead of out of love or closeness.
- *2) In a traditional relationship, the partners share a basic belief system and philosophy of life. They are interdependent and follow traditional gender roles.
- 3) In an independent relationship, each person recognizes the importance of her or his relationship, but each person stresses her/his individuality.
- 4) In a separate-traditional relationship, one individual sees her/himself as separate and the other sees her/himself as traditional.

*correct answer

23. (VC2b)

- 1) Affirmation describes a mutually beneficial friendship in which one person acknowledges the value and attributes of the other.
- *2) Association describes a friendship that is typically temporary or short-term. It refers to a friendly but superficial relationship between the persons involved, instead of a friendship based on deeper reasons, such as need, values, or philosophy.
- 3) Receptivity is characterized by an inequity or disparity in giving and/or receiving among the persons involved.
- 4) Reciprocity is characterized by a balance in receiving and giving between the persons involved.

24. (IE3b)

- 1) Credibility strategies are used to establish one's competence, character, and expertise.
- *2) Affinity-seeking strategies are used to increase the chances of being liked by others. Examples include being helpful, polite, enthusiastic, and showing interest in others.
- 3) Self-monitoring strategies are used to measure what one says and does in an effort to appear more positive and professional.
- 4) Image-confirming strategies are used to let others know who you are and how you want to be viewed.

25. (IF1c)

- 1) Hearing or receiving messages is the first stage of the listening process.
- 2) Understanding is the second stage at which one learns what the speaker means.
- *3) Remembering, the third stage, refers to an effective listener recalling what was previously said in a conversation and following up with the speaker about the conversation.
- 4) Evaluating, the fourth stage, consists of making judgments about a conversation or message.

26. (IIB2e)

- 1) Haptics is nonverbal communication using touch.
- 2) Kinesics refers to communication through body movement.
- *3) Paralanguage includes vocalizations made by shouting, moaning, groaning, and the like. Paralanguage refers to the way in which something is said, as opposed to what is actually being said, with the understanding that the manner of saying imparts an additional meaning.
- 4) Persuasion involves the rate of speech. People who talk fast are more likely to be persuasive than those who speak more slowly.

27. (IC2)

- 1) One purpose of interpersonal communication is to learn or to acquire knowledge or information about others, objects, events, or oneself. The person with the new car is not seeking to learn, she is seeking to persuade or influence her friend.
- 2) Another purpose of interpersonal communication is to relate to others. Communication helps to establish and maintain interpersonal relationships. This is not the primary purpose of the exchange.
- 3) Yet another purpose of interpersonal communication is to help: to provide comfort, reassurance, direction, or support to others, through interpersonal interaction. This is not the primary purpose of the exchange.
- *4) This scenario represents the use of interpersonal communication to influence, persuade, or direct the attitudes, beliefs, or behaviors of others. In this case, the person who just bought the car is attempting to convince her friend that he should purchase the same type.

*correct answer

SECTION FIVE

Taking the Exam

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Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option](#) for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

IC/AE

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill a core requirement for the Communication Studies major, as a Humanities general education course, or as a free elective for all Excelsior College degree programs that allow for free electives.

Interpersonal Communication Exam Development Committee

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Assistant Professor, Xavier University

Jason Wrench, PhD (West Virginia University,
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2002) Assistant Professor, State University of New
York at New Paltz

Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

If you plan to take another examination, you may download free content guides and the User's Guide by visiting our website at www.excelsior.edu/exams/content-guides/.

If you need an Excelsior College Official Examinations Transcript to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website (www.excelsior.edu), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



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