

Final Exam Study Guide

COMM 495- Positive Communication in Human Relating

Fall 2007

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1. What final exam covers:
 - Chapters 5-11 in Peterson's text
 - Classroom slides since the midterm examination
 - Film *Tuesdays with Morrie*
2. The form of the exam is true/false & multiple choice items as well as two short essays (selected from a list).
 - The true/false & multiple choice items are designed to assess understanding of vocabulary and the essay items are designed to assess understanding as well as application of course concepts.
3. The exam is designed to be completed in two hours or less, but you will have the entire three hour block to complete the exam.
4. Please bring blank theme paper or notebook paper and pens/pencils for the essays.
5. Vocabulary items (true/false and multiple choice).
 - At the close of each chapter in Peterson is a list of terms and definitions. Review these lists so that you can recognize, define, and briefly explain these terms.
 - The class slides also contain various terms and definitions that may not appear in the Peterson text. Be sure to review them as well.
6. Essay items

Here is a list of sample essay items. A similar list will appear on the final exam. You will be asked to pick TWO items from the list and respond in two short essays, that is, in essay, not longer than three theme sheets.

Sample Essay Items:

- (a) What is optimism? What are three ways communication can enhance optimism?

- (b) Identify and explain one character strength from the VIA Inventory. Then, list three ways that the character strength might affect communication in personal relationships.
- (c) Select one global value (Peterson, pp. 181-184). Briefly define and describe the global value. Then, describe three ways that the value can be communicated in personal relationships.
- (d) Using the material in Chapter 8 (Interests, Abilities, and Accomplishments), write a short essay where you describe a civic campaign that would be designed to increase societal attention on “Improving our communication abilities.”
- (e) Select three components of resilience (Peterson, pp. 239-240) and describe how parents should communicate with their young children in order to facilitate these components of resilience.
- (f) Using the summary of Byrne’s findings about the factors that create liking (Peterson, pp. 264-265), design a plan for new college freshmen that will help them to become liked among their dorm-mates.