

Test Bank

CHAPTER 2: PUBLIC SPEAKING IN A GLOBAL WORLD: INCLUSION, ETHICS, AND CRITICAL THINKING

Multiple Choice

1. _____ is the recognition and valuing of difference.

- a. Cultural diversity
- b. Culture
- c. Audience diversity
- d. Audience culture

Ans: A

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1. Respect Different Cultures

Difficulty Level: Easy

2. Winning public speakers practice certain skills to reach what kinds of groups of receivers?

- a. homogeneous
- b. diverse
- c. young
- d. mature

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1a. Attune Yourself to Difference

Difficulty Level: Easy

3. If a speaker is being _____, we the audience then need to rely on our critical thinking skills to keep from being unknowingly manipulated.

- a. unfair
- b. fair
- c. smart
- d. unprepared

Ans: A

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.1. Respect Different Cultures
Difficulty Level: Medium

4. Cultural diversity encompasses which of the following factors?

- a. economic status
- b. ability
- c. intelligence
- d. health

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1. Respect Different Cultures
Difficulty Level: Medium

5. Andrea identifies as a member of the second largest ethnic group in the United States. Andrea is _____.

- a. White
- b. Hispanic
- c. African American
- d. Asian American

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.1a. Attune Yourself to Difference
Difficulty Level: Medium

6. _____ is the system of knowledge, beliefs, values, attitudes, behaviors, and artifacts that we learn, accept, and use in daily life.

- a. Worldview
- b. Background
- c. Demographics
- d. Culture

Ans: D

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1c. Reflect Cultural Values
Difficulty Level: Easy

7. Which of the following are some of the co-cultures belonging to the same general culture?

- a. the disabled
- b. LGBTQ
- c. the elderly

d. all of these

Ans: D

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

8. People who differ in some ethnic or sociological way from the parent culture belong to a(n) _____.

a. anti-culture

b. sub-culture

c. co-culture

d. counter-culture

Ans: C

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

9. Josh and Arielle, along with other members of their group, feel like outsiders to the dominant culture. They are likely part of _____.

a. a sub-group

b. a marginalized group

c. a marginalized culture

d. a sub-culture

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

10. When Marc actively attempts to de-marginalize himself and the group he belongs to, he is using which strategy?

a. active

b. passive

c. aggressive

d. confrontational

Ans: C

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

11. Low-context communication is generally seen in _____ cultures.

- a. individualistic
- b. collectivistic
- c. dominant
- d. sub-cultures

Ans: A

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

12. Jana is a member of a culture that uses high-context communication. It is likely that Jana is part of which type of culture?

- a. individualistic
- b. collectivistic
- c. dominant
- d. sub-culture

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

13. Which of the following is true regarding racial and ethnic identities?

- a. They don't influence how we receive a message.
- b. They are socially constructed.
- c. They are based on physical characteristics.
- d. All of these are true.

Ans: D

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

14. Views regarding the separation of church and state would most likely be influenced by our audience members' _____.

- a. gender identity
- b. religious identity
- c. age
- d. racial identity

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

15. The widening gap between the ultra-wealthy and the middle and lower classes in this country contributes to their different attitudes on a topic. This is in reference to which type of identity?

- a. ethnic identity
- b. religious identity
- c. socioeconomic identity
- d. national identity

Ans: C

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

16. _____ identity regards income and social status.

- a. Socioeconomic
- b. Wealth
- c. National
- d. Societal

Ans: A

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

17. Which of the following are audience members' learning styles that a skilled speaker has to take into account when preparing a speech?

- a. aural learners
- b. visual learners
- c. mediatic learners
- d. a and b

Ans: D

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1e. Consider Preferred Learning Styles

Difficulty Level: Medium

18. The following is a guideline that a speaker should use for understanding difference to build bridges and confidence.

- a. Formulate expectations based solely on your own culture.
- b. Avoid formulating expectations based solely on your own culture.
- c. Formulate expectations based solely on other people's cultures.
- d. Do not formulate any expectations regarding the audience.

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1f. Understand Difference to Build Bridges and Confidence

Difficulty Level: Medium

19. Which of the following express society's opinions of the rightness or wrongness of an act?

- a. values
- b. ethics
- c. morals
- d. beliefs

Ans: B

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Knowledge

Answer Location: 2.2. Speak Ethically

Difficulty Level: Easy

20. You are being an ethical speaker when you do the following _____.

- a. cover up information
- b. distort information
- c. lie about information
- d. not exaggerate information

Ans: D

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

21. Which of the following characterizes ethical communication?

- a. It does not always have to be accurate.
- b. It includes telling your audience what they want to hear.
- c. It is reflective of your best interests and the interests of others.
- d. It does not take into account the best interests of those who are communicating.

Ans: C

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

22. When you deliberately distort facts and make an untrue statement, you are committing a(n) _____.

- a. covert lie
- b. overt lie
- c. real lie
- d. honest lie

Ans: B

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Knowledge

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Easy

23. If you do not tell your audience all of the information relevant to your topic in order to hide something that might counter your argument, you are committing a(n) _____.

- a. covert lie
- b. overt lie
- c. real lie
- d. honest lie

Ans: A

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Application

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Medium

24. To be perceived as ethical in the eyes of audience members, adhere to which of the following tips?

- a. prepare fully
- b. put the audience second to your opinions
- c. be challenging to understand
- d. turn words into weapons

Ans: A

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Knowledge

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Easy

25. The steps to follow to avoid passing off someone else's ideas or words as your own include which of the following?

- a. Attribute the source of some pieces of evidence you cite.
- b. Borrow the thoughts of someone else without acknowledging that you have done so.
- c. Do not indicate paraphrases.
- d. Use and credit a variety of sources.

Ans: D

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Medium

26. Which of these can speakers expect of a quality audience?

- a. that they give all ideas a fair hearing
- b. that they are courteous and polite
- c. that they are attentive to the message
- d. all of these

Ans: D

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2b. What Speakers Expect of Audiences

Difficulty Level: Medium

27. For every speech event, a speaker should seek to determine which of the following?

- a. if honesty prevailed
- b. if language was used ethically
- c. if selfish interests were kept hidden
- d. a and b

Ans: D

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.3b. Analyze Consequences

Difficulty Level: Medium

28. When critically thinking about a speech, you should _____.

- a. determine if the speech was ineffective or effective
- b. determine how effective the speech was
- c. pick out what the speaker did wrong
- d. determine how you could have presented a better speech

Ans: B

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

29. Which of these is true about a speaker who does not think critically?

- a. They are open-minded.
- b. They pay attention to those with whom they disagree.
- c. They focus only on what is stated, ignoring unstated assumption.
- d. They reflect on how well conclusions fit premises and vice versa.

Ans: C

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.3. Think Critically

Difficulty Level: Medium

30. Which of the following is a way to assess outcomes and effects of a speech?

- a. Identify what the speaker did to demonstrate respect for difference.
- b. Determine the extent to which the speech changed you.
- c. Identify any questions you would like to ask the speaker, and any information you need the speaker to clarify.
- d. All of these are ways to access outcomes and effects of a speech.

Ans: D

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

31. Sometimes, when faced with people and situations we don't know, we resort to _____, a thinking shortcut that organizes our perceptions into oversimplified categories.

- a. judgment
- b. stereotyping
- c. ethnocentrism
- d. egotism

Ans: B

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

32. _____ is the ability to explore an issue or situation, integrate all the available information about it, arrive at a conclusion, and validate a position.

a. Comprehension

b. Inquisition

c. Critical thinking

d. Critical listening

Ans: C

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

33. Speakers who demonstrate inclusivity and _____ develop messages with broad appeal.

a. introspection

b. respect for diversity

c. audience interaction

d. cultural context

Ans: B

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1. Respect Different Cultures

Difficulty Level: Easy

34. Cultural identity is the internalization of culturally appropriate what?

a. beliefs

b. roles

c. values

d. all of these

Ans: D

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Easy

35. Critical thinkers are honest inquirers who do not accept information without weighing its _____.

- a. value
- b. cost
- c. time
- d. energy

Ans: A

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

Fill-in-the-Blank

1. Estimates predict that by 2025, _____ will comprise approximately 25 percent of the total population of the United States.

Ans: Hispanics

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1a. Attune Yourself to Difference

Difficulty Level: Medium

2. Members of a _____ group feel like outsiders to the dominant culture.

Ans: marginalized

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

3. Co-culture members who practice the _____ approach usually accept their position in the cultural hierarchy, while those who practice the _____ approach seek to communicate a shared cultural identity with members of the dominant group.

Ans: passive; assertive

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

4. The United States is considered a _____ culture since it is _____.

Ans: low-context; individualistic

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

5. A collectivistic culture uses _____-context communication.

Ans: high

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

6. _____ is the system of knowledge, beliefs, values, attitudes, behaviors, and artifacts that we learn, accept, and use in daily life.

Ans: Culture

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

7. _____ refers to the internalization of culturally appropriate beliefs, values, and roles, acquired through interacting with members of our cultural group.

Ans: Cultural identity

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

8. Speakers who demonstrate _____ and respect for diversity develop messages with broad appeal.

Ans: inclusivity

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1. Respect Different Cultures

Difficulty Level: Easy

9. _____-context cultures are typically indirect in relating to others.

Ans: High

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

10. Audience members learn and process information in different ways, and these are considered different _____ styles.

Ans: learning

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1e. Consider Preferred Learning Styles

Difficulty Level: Medium

11. _____ speechmaking requires responsible handling and presentation of information as well as concern about the possible outcomes or consequences (positive or negative) of the speech.

Ans: Ethical

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

12. It is unethical to intentionally _____ your audience in order to obtain your objectives.

Ans: deceive or fool or mislead

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

13. John found a great quote in a book he was reading and used it in his speech without crediting the author. John has committed _____.

Ans: plagiarism

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Application

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Medium

14. _____ express society's opinions of the rightness or wrongness of an act.

Ans: Ethics

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Knowledge

Answer Location: 2.2. Speak Ethically

Difficulty Level: Easy

15. _____ is the ability to explore an issue or situation, integrate all the available information about it, arrive at a conclusion, and validate a position.

Ans: Critical thinking

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

16. Critical thinkers are honest inquirers who do not accept information without weighing its _____.

Ans: value

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

17. _____ are composed of members of the same general culture who differ in some ethnic or sociological way from the parent culture.

Ans: Co-cultures

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

18. Individualistic cultures like the United States tend to use _____ communication.

Ans: low-context

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

19. Identify any _____ you would like to ask the speaker, and any information you need the speaker to _____.

Ans: questions; clarify

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

True/False

1. A speaker can value cultural diversity while attempting to convince others of the superiority of their culture.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1. Respect Different Cultures

Difficulty Level: Medium

2. Audience diversity is the recognition and valuing of difference.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1. Respect Different Cultures

Difficulty Level: Easy

3. Speakers who demonstrate inclusivity and respect for diversity develop messages with broad appeal.

Ans: T

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1. Respect Different Cultures

Difficulty Level: Easy

4. Humorous stories generally translate the same across cultures.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

5. Speeches, and our responses to them, demonstrate our understanding of difference and our tolerance for dissent.

Ans: T

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1 Respect Different Cultures

Difficulty Level: Easy

6. Culture often includes artifacts that we learn, accept, and use in our daily lives.

Ans: T

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

7. Low-context communication members are typically very polite.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

8. Cultures are composed of members of the same general culture who differ in some ethnic or sociological way from the parent culture.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

9. Co-culture members who practice the assertive approach usually accept their position in the cultural hierarchy, while those who practice the passive approach seek to communicate a shared cultural identity with members of the dominant group.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

10. Marginalized groups are those whose members feel included.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

11. The United States is considered a high-context culture since it is individualistic.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

12. Men tend to adopt a problem-solving orientation and prefer to use a linear approach to storytelling and presentations.

Ans: T

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Easy

13. A speaker does not need to consider preferred learning styles when developing a speech.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1e. Consider Preferred Learning Styles

Difficulty Level: Medium

14. As a speaker, you do not have to acknowledge the communication preferences of your audience.

Ans: F

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1f. Understand Difference to Build Bridges and Confidence

Difficulty Level: Medium

15. Beliefs express society's opinions of the rightness or wrongness of an act.

Ans: F

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Knowledge

Answer Location: 2.2. Speak Ethically
Difficulty Level: Easy

16. We should disregard our own personal codes of ethics when giving speeches.

Ans: F

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

17. If a speaker does not tell the audience all of the information relevant to their topic in order to hide something that might counter their arguments, they are committing an overt lie.

Ans: F

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Application

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Medium

18. It is unethical to intentionally deceive your audience in order to obtain your objectives.

Ans: T

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

19. After a speech, speaker and receivers evaluate one another's behavior, their own behavior, and the likely consequences of their behavior.

Ans: T

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3b. Analyze Consequences

Difficulty Level: Medium

20. When critically thinking about a speech, you should pick out what the speaker did wrong.

Ans: F

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

21. Critical thinking is the ability to explore an issue or situation, integrate all the available information about it, arrive at a conclusion, and validate a position.

Ans: T

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

22. Critical thinkers are honest inquirers who do not accept information without weighing its energy.

Ans: F

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

23. Identifying what the speaker did to demonstrate respect for difference is one way to assess outcomes and effects of a speech.

Ans: T

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Easy

24. By stepping outside of who you are and considering your speech from the perspective of others who differ from you, you gain fresh insights and facilitate the establishment of common ground.

Ans: T

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Easy

Short Answer/Essay

1. Why is it important to assess your own understanding of cultural diversity as a public speaker?

Ans: Areas to discuss: you need to be sensitive to cultural differences in order to be an effective speaker; therefore, assessing your own understanding of cultural diversity can help you determine where you might need to increase your knowledge and/or sensitivity.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Analysis

Answer Location: 2.1b. Assess Your Understanding of Cultural Diversity

Difficulty Level: Medium

2. Define and explain the differences in low- versus high-context communication. Give an example of a country from each type.

Ans: Answer would typically include: Individualistic cultures like the United States tend to use low-context communication (members favor a more direct communication style), while high-context communication (members are very polite and indirect in relating to others) is predominant in collectivistic cultures such as China. As members of an individualistic culture, North Americans tend to speak in a low-context way, addressing an issue directly rather than relying on innuendo to get the point across. Persons from Asian countries usually avoid confrontation, relying on a high-context communication style that is based on inference rather than direct statements and allows others to save face.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

3. Define cultural identity and give a few examples of groups or group memberships that an individual may be part of as a result of this.

Ans: Answer will typically include: Cultural identity, the internalization of culturally appropriate beliefs, values, and roles acquired through interacting with members of our cultural group; gender, age, racial/ethnic identities, religious identities, socioeconomic identity, and national identity

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

4. Define co-cultures and give an example of one.

Ans: Answer will typically include: Co-cultures are composed of members of the same general culture who differ in some ethnic or sociological way from the parent culture.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

5. Describe what constitutes a marginalized group.

Ans: Answer will typically include: People belonging to a marginalized group—a group whose members feel like outsiders—may passively, assertively, or aggressively/confrontationally seek to reach their goals relative to the dominant culture

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Easy

6. How might you be sensitive to cultural identity in your speech?

Ans: Answer will typically include: You could be aware of the language you use, the examples you provide, and the presentation aids you employ, being careful to recognize ways in which these might be offensive or insensitive to people of different identities.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Analysis

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

7. Why should a speaker consider preferred learning styles?

Ans: Answer will typically include: Speakers need to be sensitive to how receivers prefer to learn and process information. Some of us are aural learners, others are visual learners, and some of us need to be approached at an abstract level. If a speaker offers a variety of support that appeals to more than one learning style, that speaker will succeed in reaching the audience

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1e. Consider Preferred Learning Styles

Difficulty Level: Medium

8. How does having an ethical code in sports related to an ethical code in public speaking?

Ans: Answer will typically include: Cheating in sports and in public speaking both involve a breach of trust. Both involve presenting yourself as something you are not.

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

9. Define plagiarism and discuss how that affects the ethics of the speaker and the speech.

Ans: Answer will typically include: If you present the ideas and words of others as if they were your own, then you are committing plagiarism. The word itself is derived from the Latin word *plagiarius*, meaning “kidnapper.” Thus, when you plagiarize, you kidnap or steal the ideas and words of another and claim them as your own.

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Comprehension

Answer Location: 2.2a. What Audiences Expect of Speakers

Difficulty Level: Medium

10. Name and explain the characteristics of an ethical speaker.

Ans: Answer will typically include: An ethical speaker is intent on enhancing the well-being of receivers; treats audience members as he or she would like to be treated by a speaker; reveals everything receivers need to know to assess both speaker and message fairly; relies on valid evidence; informs receivers who, if anyone, he or she represents; documents all sources

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/ cultural understanding.

Cognitive Domain: Knowledge

Answer Location: 2.2. Speak Ethically

Difficulty Level: Medium

11. As a critical thinker, what types of goals can you set before listening to a speech?

Ans: Answer will typically include: Identify the speaker’s and/or the listener’s motivations for being there and try to determine the degree to which the speaker is speaking to serve his or her own interests or the interests of others. For your own reflection, ask yourself the degree to which your mind is open to receive the speaker’s ideas.

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.3. Think Critically

Difficulty Level: Medium

12. List a few traits of speakers who think uncritically.

Ans: Answer will typically include: Thinks he/she knows everything; is close-minded and impulsive, jumping to unwarranted conclusions; pays attention only to those he/she agrees with; disregards opinions others offer, even if valid; picks and chooses information to suit his/her purpose; focuses only on what is stated, ignoring all unstated assumptions; disregards a lack of connection between evidence and conclusions.

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.3. Think Critically

Difficulty Level: Easy

13. Demonstrate a few different ways to assess outcomes and effects of a speech.

Ans: Answer will typically include: Identify what the speaker did to demonstrate respect for difference; determine the extent to which the speech changed you; identify any questions you would like to ask the speaker, and any information you need the speaker to clarify

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

14. What is the benefit of thinking creatively?

Ans: Answer will typically include: Play with existing ideas so they yield new and fresh insights. Work to see the interconnectedness among ideas. It is also up to you to avoid presenting or accepting stale or faulty arguments. Look for differences or inconsistencies in various parts of a message. Ask questions about unsupported content. Decide whether conclusions are convincing or unconvincing and whether an argument makes sense. Base your opinion about the message on the evidence.

Learning Objective: 2.3: Define critical thinking, explaining its significance for speakers and audiences.

Cognitive Domain: Application

Answer Location: 2.3. Think Critically

Difficulty Level: Medium

15. Name a few ways to intentionally consider inclusivity, ethics, and critical thinking into your speech game plan.

Ans: Answer will typically include: I have reviewed my speech for derogatory words or statements that might alienate members of the audience; the main ideas of my speech are supported by truthful evidence; all evidence, ideas, quotes, and statistics from other sources are properly cited with full credits; in writing my speech, I accounted for differences of opinion; I have reviewed my

speech for instances of “spin”; I stand behind the words and ideas in my speech—I am accountable for my presentation.

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Application

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Hard

16. Define stereotyping and give a few examples of it. Why, as the speaker, is it problematic to stereotype the audience?

Ans: Answer will typically include: Stereotyping—a thinking shortcut that organizes our perceptions into oversimplified categories. Stereotypes exist for short people, blondes, Asians, Black people, Millennials, and older adults, just to name a few. Though many of us have been the target of others seeking to stereotype us, we likely have done the same. List assumptions you have made about others, what you did to pigeonhole and classify them, and why you now believe the assumptions you made are true or flawed.

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

17. Describe the danger of overgeneralizing.

Ans: Answer will typically include: Sometimes, when faced with people and situations we don’t know, we resort to stereotyping—a thinking shortcut that organizes our perceptions into oversimplified categories. Stereotypes exist for short people, blondes, Asians, Black people, Millennials, and older adults, just to name a few. Though many of us have been the target of others seeking to stereotype us, we likely have done the same. List assumptions you have made about others, what you did to pigeonhole and classify them, and why you now believe the assumptions you made are true or flawed. Facing up to your assumptions about others should help prepare you to speak before them. Whenever you speak, it is important to treat the members of your audience respectfully and as individuals rather than as members of a category. Doing so demonstrates not only cultural awareness, but also sound critical thinking and ethical judgment skills.

Learning Objective: 2.4: Describe the relationship among ethics, critical thinking, and multiculturalism/cultural understanding.

Cognitive Domain: Comprehension

Answer Location: 2.3c. Assess Outcomes and Their Effects

Difficulty Level: Medium

18. Describe co-cultures who practice a passive approach.

Ans: Answer will typically include: Co-culture members who practice a passive approach usually avoid the limelight or the lectern, accepting their position in the

cultural hierarchy. They embrace the cultural beliefs and practices of the dominant culture. Recent immigrants to the United States who desire to attain citizenship may choose this path, hoping to blend in.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1c. Reflect Cultural Values

Difficulty Level: Medium

19. Describe how religion can be part of a cultural identity.

Ans: Answer will typically include: Religious identity is at the root of countless contemporary conflicts occurring in the Middle East, Northern Ireland, India and Pakistan, and Bosnia-Herzegovina, and it sometimes influences receiver and speaker responses to issues and world events. In the United States, for example, evangelical Christians may have a different view of the relationship between church and state than do members of other religious groups.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Medium

20. What is national identity?

Ans: Answer will typically include: National identity refers to our legal status or citizenship. People whose ancestors immigrated to the United States generations ago may still be perceived as foreigners by some Americans.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Knowledge

Answer Location: 2.1d. Understand Cultural Identity

Difficulty Level: Easy

21. How can a speaker make a commitment to develop speechmaking and listening skills which are appropriate to life in the age of multiculturalism and globalism?

Ans: Answer will typically include: By talking openly about controversial topics, listening to different viewpoints, and understanding how policies may inequitably affect people belonging to different cultural groups, you take a giant step toward understanding why diversity matters. Although culture is a tie that binds, the global world grows smaller and smaller each day through technological advancement and ease of travel. Respecting difference, speaking and listening responsibly, and ethics go hand in hand. With this in mind, make it a priority to: be a respectful and patient listener; engage and ask questions—rephrase if confusion persists—have empathy and imagine yourself in another's shoes.

Learning Objective: 2.1: Explain how cultural understanding affects speakers and audiences.

Cognitive Domain: Comprehension

Answer Location: 2.1f. Understand Difference to Build Bridges and Confidence

Difficulty Level: Medium

22. Define ethical speechmaking.

Ans: Answer will typically include: Ethical speechmaking has its basis in trust in and respect for the speaker and receivers. It involves the responsible handling of information as well as an awareness of and concern for speechmaking's outcomes or consequences.

Learning Objective: 2.2: Define and discuss the importance of ethics, identifying where you draw the line when faced with specific ethical dilemmas such as plagiarism.

Cognitive Domain: Knowledge

Answer Location: 2.2. Speak Ethically

Difficulty Level: Easy