APPLICATION LOGS

Over the course of the semester you may be asked to submit brief Application Log entries. These Logs will help you link the material you study in this class to the world beyond the classroom. Each one should link one of the topics we have studied to everyday life.

Assignment

1. Choose two course concepts from the assigned chapters to explore in greater depth. List each concept with the text page number or, for concepts not included in your text, list the date of class discussions;

2. Describe each concept you choose in your own words.

3. Identify/apply a practical example for each. Your examples can be anything, such as a TV sitcom situation, music lyrics, cartoon, artwork, news article, real-life experience, etc. (The sidebar material and artwork that appear throughout the Looking Out/Looking In text offer many examples. Please find your own and do not use what the text already offers.)

4. If you are able, attach a copy of the example you use. If using a real-life experience, explain the situation clearly.

5. Explain how the concept does or could help you improve interpersonal communication in your own life.

Format

Each log entry should:

1. be typewritten, double-spaced and use 12 point type size;

2. use formal writing, paragraph form, grammar, spelling and punctuation (at least use the spelling/grammar check function on your computer –but don’t rely on it’s accuracy);

3. include your name, the date it was written, course and section number;

4. not be more than one page in length.

5. be stapled, if more than one entry is required.

Grading

The Log is worth contribution points and/or essay points as indicated either on your syllabus and/or in class. Grading is based on the quality of entries (accuracy and insight) and format (as described above).

If the above format requirements are not met, your log will not be accepted and you will earn zero points. Make-ups and late papers are not accepted and will earn zero points.

See samples below.
**SAMPLE APPLICATION LOG ENTRY**

**Principle: The Self-Fulfilling Prophecy and Communication (Chapter 2, pp. 64-67)**

During my first few years of Gymnastics training I steadily advanced reaching all of my goals, and perfecting all of my postures, moves, and techniques. I worked out 3 hours a day 5 days a week and deprived myself of a social life. Part of my determination was due to my father being the instructor so I always felt he expected more from me and preferred for me to be an example for the rest of the girls (students). We had just started to learn our new routines for the next year, requiring us to learn even more advanced moves, which was not to fondly thought of by me especially when it came to the uneven bars. We had to master the baby fly-away (where you can either stand on the low bar, with your hands on the high bar, gliding into a swing, and at the top of your swing you release and do a back flip landing on the floor, can also be done when doing full swings on the high bar). As per usual I was the first guinea pig, I managed to tuck at the top of my swing, unfortunately I did not achieve the proper momentum, which caused me to land on my head. From that moment on I said "I CAN'T and I WON'T", who could blame me right? My typical father had a total opposite attitude, saying “Get up there and do it again, and again until you get it!” So when I tried again, “I CAN’T” filled my head and I hit the floor mat 4 times in a row. I decided to take a breather, went to the bathroom drenched my head with water, looked in the mirror and said "I CAN DO THIS". After a half hour watching the other girls attempt our new move, I followed prompting myself as I prepared. My first attempt with a positive outlook resulted in a full back flip, I stumbled in my landing but after I had practiced a few more days I was able complete a whole routine consisting of a baby-fly-away as my dismount. It always goes to show a positive attitude is more apt to result in a positive outcome, or at least a positive outlook.
SAMPLE APPLICATION LOG ENTRY

Principle: Managing Dialectical Tensions (Chapter 8, pp. 356-357)

I've been to a lot of weddings in the last few years, and several couples have included a ceremony that got me thinking about the ways couples can handle one set of dialectical tensions in a marriage.

There are usually three candles in a holder--two that are lit on the outsides and a center one that isn't. The bride and groom each take an outside candle and light the center one, symbolizing that they have created a new union together. The part that comes next is most interesting to me. Some couples blow out their own individual candles, leaving only the center one burning. Others leave their own individual candles burning.

I like the symbolism of leaving all three candles burning. It reminds me of the autonomy/connection tension described in Chapter 1 of the text (page 34). If only the center one is burning, there's connection without autonomy. If only the outside ones are burning, it's autonomy without connection. Leaving all three lit says to me that being a couple is important, but so is being an individual.

TELEVISION SHOW

Principle: Identity Management (Chapter 2, pp.76-88)

Identity Management describes which side of us we show to which groups of people. When thinking of this concept, I’m reminded of an episode from the television show Home Improvement. One of the teenage sons in the Taylor family (I forget which one) used e-mail to convince a woman in her 30’s that he was a sophisticated doctor. She became so interested that she tracked down his house, where she discovered that he was just a kid. The story was humorous, but it showed how much easier it is to manage impressions when you don’t have audio or visual information about the sender.

This is true for me because there are certain things I would say in front of my friends that I would say differently, using different words, if talking to my parents or grandmother. Likewise, when going on an interview or trying to impress a date, the way I behave is different than when I can relax and be me. I’m not really faking anything, I just think certain situations require more professionalism, respect and finesse.
SAMPLE APPLICATION LOG ENTRY

Principle: Influences on the self-concept: significant others, reference groups, and reflected appraisal (Chapter 2, pp. 50-57).

Lucy Greely, *Autobiography of a Face* (New York: HarperCollins, 1994) is the first person account of a young woman whose appearance was disfigured as a child by multiple surgeries to treat a tumor on her jaw. The operations removed a third of her jaw, distorting her face dramatically.

Grealy had her first surgeries at about age three. Although they altered her appearance quite a bit, her classmates and friends (all significant others in her life) didn’t react with shock or disgust, so Lucy’s feelings of self-worth weren’t affected much by the results of the operation.

By junior high school, though, that had changed. Many of her fellow students taunted her about her appearance, and as a result she began to regard herself as a freak. In the following passage, Grealy describes her first day in the junior high school lunchroom:

...As it happened, I sat down next to a table full of boys.

They pointed openly and laughed, calling out loudly enough for me to hear, “What on earth is that?” That is the ugliest girl I have ever seen.” I knew in my heart that their comments had nothing to do with me, that it was all about them appearing tough and cool to their friends. But these boys were older than the ones in grade school, and for the very first time I realized they were passing judgment on my suitability, or lack of it, as a girlfriend. “I bet David wants to go kiss her, don’t you, David?” “Yeah, right, then I’ll go kiss your mother’s asshole.” “How’ll you know which is which?” (pages 124-125)

The self concept is the opinions and beliefs we hold about ourself. In both cases in this book --as a child and as a teenager--it wasn’t so much Grealy’s appearance that shaped her self-concept, but the messages she received from significant others in her reference groups.

The same principle holds for me. To a great degree, I view my strengths and weaknesses in light of the messages I receive from people whose opinions matter from me. Feedback from my teachers and the grades of my classmates help me decide what kind of student I am. The opinions and reactions of the people I date (or the ones I want to date!) influence how attractive I feel.

I need to ask myself whether the significant others and reference groups in my life are a good standard against which to compare myself. I’m beginning to think that the Southern California beach culture isn’t the right one for me. Perhaps if I find a lifestyle that is more comfortable, the messages I receive will leave me feeling differently about myself.