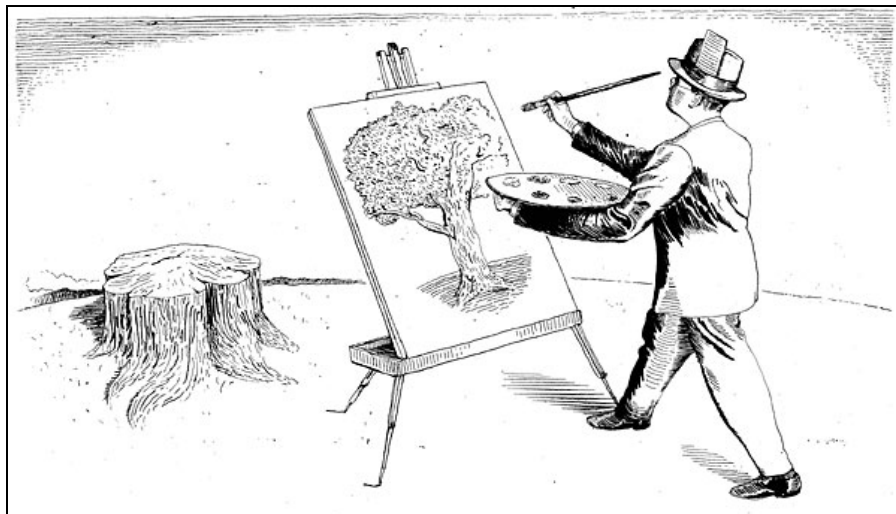


JOUR-40970
General Semantics for Mass Communications
Spring 2007 Final Exam

1. Listen to the popular song and pay attention to the lyrics. In the context of what you've learned in this course ... what does this song mean to you? ("Unwritten" by N. Bedingfeld)

2. Consider the cartoon below (*NY Times*, 4/28/07). a) What do you think the cartoonist was trying to convey? b) What does it mean to you?



3. Read this article from the *New York Times*. Then assume the hypothetical situation that follows on the next page and prepare your answer.

April 27, 2007

M.I.T.'s Admissions Dean Resigns; Ends 28-Year Lie About Degrees

By TAMAR LEWIN; CHRISTY MCKERNEY CONTRIBUTED REPORTING FROM CAMBRIDGE, MASS., AND SARA RIMER FROM BOSTON.

Marilee Jones, the dean of admissions at the Massachusetts Institute of Technology, became well known for urging stressed-out students competing for elite colleges to calm down and stop trying to be perfect. Yesterday she admitted that she had fabricated her own educational credentials, and resigned after nearly three decades at M.I.T. Officials of the institute said she did not have even an undergraduate degree.

"I misrepresented my academic degrees when I first applied to M.I.T. 28 years ago and did not have the courage to correct my résumé when I applied for my current job or at any time since," Ms. Jones said in a statement posted on the institute's Web site. "I am deeply sorry for this and for disappointing so many in the M.I.T. community and beyond who supported me, believed in me, and who have given me extraordinary opportunities."

Ms. Jones said that she would not make any other public comment "at this personally difficult time" and that she hoped her privacy would be respected.

Ms. Jones, 55, originally from Albany, had on various occasions represented herself as having degrees from three upstate New York institutions: Albany Medical College, Union College and Rensselaer Polytechnic Institute. In fact, she had no degrees from any of those places, or anywhere else, M.I.T. officials said.

A spokesman for Rensselaer said Ms. Jones had not graduated there, though she did attend as a part-time nonmatriculated student during the 1974-75 school year. The other colleges said they had no record of her.

Phillip L. Clay, M.I.T.'s chancellor, said in an interview that a college degree was probably not required for Ms. Jones's entry-level job in the admissions office when she arrived in 1979. And by the time she was appointed admissions dean in 1997, Professor Clay said, she had already been in the admissions office for many years, and apparently little effort was made to check what she had earlier presented as her credentials.

"In the future," he said, "we will take a big lesson from this experience."

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"Less Stress, More Success" addresses not only the pressure to be perfect but also a need to live with integrity.

"Holding integrity is sometimes very hard to do because the temptation may be to cheat or cut corners," it says. "But just remember that 'what goes around comes around,' meaning that life has a funny way of giving back what you put out."

Professor Clay said the dean for undergraduate education, Daniel Hastings, received information 10 days ago questioning Ms. Jones's academic background. M.I.T. officials would not say who had provided the information.

"There are some mistakes people can make for which 'I'm sorry' can be accepted, but this is one of those matters where the lack of integrity is sufficient all by itself," Professor Clay said. "This is a very sad situation for her and for the institution. We have obviously placed a lot of trust in her."

On the campus, where Ms. Jones was widely admired, almost revered, for her humor, outspokenness and common sense, students and faculty members alike seemed both saddened and shocked.

"It's like a Thomas Hardy tragedy, because she did so much good, but something she did long ago came back and trumped it," said one friend, Leslie C. Perelman, director of the M.I.T. program in writing and humanistic studies.

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Since she entered the field, admissions to M.I.T. and other elite institutions have become increasingly competitive, and she made her mark with her efforts to turn down the flame of competition.

Among other things, she told students that they did not need perfect SAT scores to get into M.I.T. She also redesigned the institute's application form, leaving less space for students to list their extracurricular activities, so as not to imply that every student needed 10 activities to fill the 10 lines that used to be there.

Competition remains fierce, though. For the coming fall, M.I.T. accepted 12 percent of 12,443 applicants.

Those who attended this month's events for admitted students said Ms. Jones had been in good spirits, especially at a Saturday night finale. There, Ms. Jones, who in younger days was a torch singer at upstate New York clubs, took part in a "battle of the bands," singing, "You Can't Always Get What You Want."

HYPOTHETICAL SITUATION: You are an account executive at a PR firm that has been retained by the publisher of Ms. Jones's and Mr. Ginsburg's book. Since Ms. Jones's resignation, book sales have plummeted. Knowing that you know something about general semantics, the senior partner at your firm has asked you to participate in a meeting to discuss what can be done to resuscitate book sales. The partner's question to you: "Professor Clay's comment about 'integrity' and 'trust' are at the heart of the matter. We have to convince the public and admissions professionals that this unfortunate admission does not negate the validity of what she and Ginsburg have written. **What case can be made that her admission shouldn't affect her professional judgment?**"

4. *HYPOTHETICAL SITUATION:* You are about to graduate with your MBA with special emphasis in Advertising. Your school has arranged for prospective employers to conduct small group interviews on campus over two consecutive weekends. The first weekend will include only client companies with in-house advertising departments. The second weekend will involve advertising agencies.

The first weekend you are grouped with two classmates, John and Jason. Your impression of John is that he's completely goal-oriented and will do just about anything to succeed in advertising. You know that Jason is gay because he's mentioned it in private, but he doesn't bring it up in public.

Your first interview is with Evelyn, vice-president of marketing communications for Proctor & Risky, an international manufacturer of household products. Each of the candidates were offered the opportunity to ask four questions in a round-robin format.

On his third question, Jason asked, "Does P&R have a policy regarding equal opportunity of assignments and promotions for gays and lesbians?"

Evelyn hesitated and appeared to be uncomfortable with the question. After collecting herself, she replied: "That's an important question, Jason, and I'm glad you asked it. No, we don't have a formal policy specifically regarding assignments and promotions for gays and lesbians. However, I can assure you that our company simply does not tolerate any discriminatory conduct against any of our employees for any reason."

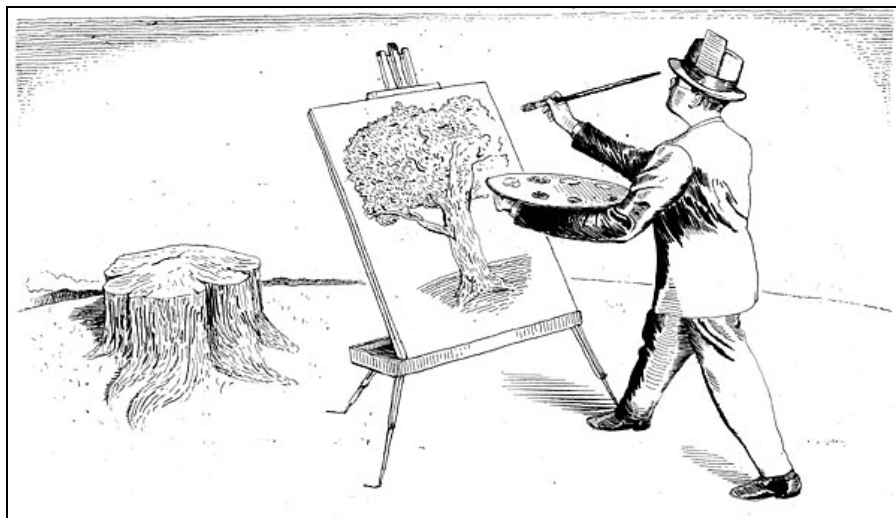
Jason followed up, asking, "Can you give any specific examples that support your assurance?"

"Well," Evelyn responded, "I can indeed give you one example that I actually witnessed. Two years ago we had a young hotshot brand manager — I'll call him Brad — who was in charge of campaign development for a new men's active lifestyle deodorant with the working brand name 'Raze.' The launch promotion was to feature use young, well-known athletes with their arms raised in victory. In this particular meeting, the Senior VP for Consumable Products Division asked Brad if he had any plans for developing a version of the product for the women's active lifestyle market segment. Brad answered, 'No, I don't foresee this product fitting in the women's segment.' And then he added with a laugh, "But if we wanted to target the faggot segment we could brand it as 'Bend Over.' The next week, Brad was re-assigned to women's hygiene products and left the company three months later."

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2. Consider the cartoon below (*NY Times*, 4/28/07). a) What do you think the cartoonist was trying to convey? b) What GS formulation(s) could this illustrate? (6 points total)



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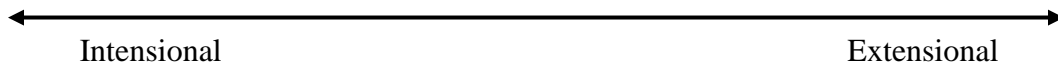
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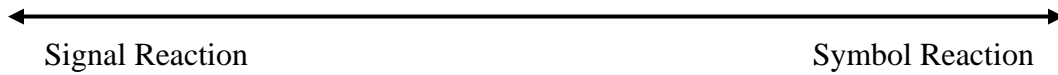
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"Professor Clay's comment about 'integrity' and 'trust' are at the heart of the matter. We have to convince the public and admissions professionals that this unfortunate admission does not negate the validity of what she and Ginsburg have written. **What case can be made that her admission *does not* affect her professional expertise or credibility as reflected by the book?**" (20 points)

4. Describe the primary characteristics of an *intensional* orientation compared to an *extensional* orientation. (6 points)

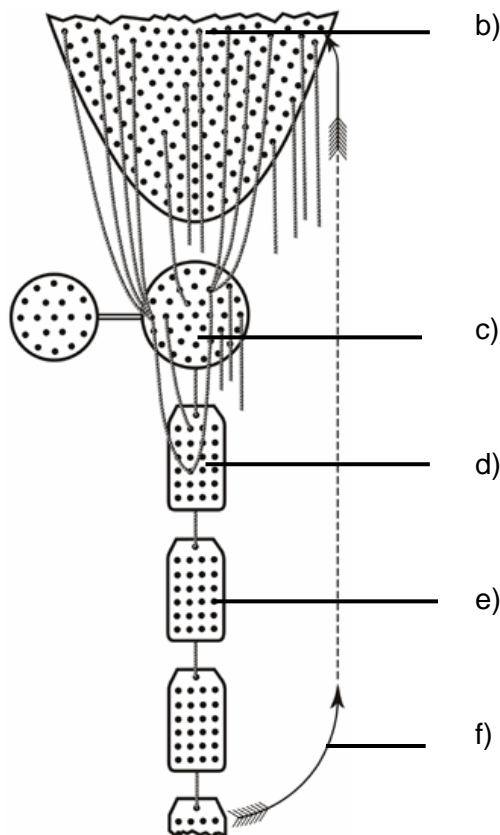


5. Describe the primary characteristics of a *signal* reaction compared to a *symbol* reaction. (6 points)



6. What is the name of the following diagram? Label and briefly describe the 5 designated components. (12 points total)

a) Name: _____



7. Describe how the news reporting process, from story investigation to the reader/viewer's experience, is a good illustration of the abstracting process. (6 points)

8. From the perspective of what you've learned about GS, describe one major difference between what a journalist does vs. what an advertising/PR practitioner does. (4 points)

The following fill in the blank questions are worth 4 points each. Some questions might have more than one correct answer.

9. "You're either with us or with the terrorists" is an example of a(n) _____ orientation.

10. The device known as E-Prime advocates the elimination of _____.

11. A statement made about a future event should be classified as a(n) _____.

12. A reviewer writes of a film, "It is a complete waste of time and total garbage." This evaluation offers two examples of GS principles that should be avoided: _____, which implies an inappropriate "allness" attitude, and _____, which asserts that what you *say* about something *is* the something itself.

13. When you talk in terms of *degrees* of a range of possibilities along a continuum, rather than polarized *either-or* distinctions, you are exhibiting a(n) _____ orientation.

14. "To a mouse, cheese is cheese. That's why mousetraps work." This observation reflects the GS principle of _____.

15. “If I have seen further, it is by standing on the shoulders of giants.” This quotation attributed to Sir Isaac Newton evokes the GS principle of _____.
16. The key element of a scientific approach to problem-solving that is often overlooked is a failure to _____.
17. The “map is not the territory” metaphor serves as a means to remember that our experiences and evaluations _____.
18. Make sure you turn in your “cheat sheet” with your exam. It’s worth 30 points.