

Running head: DID SHE JUST SAY "HOLY SHIT":

Did she just say "holy shit": The interaction of gender and profanity on perceived
interpersonal attraction

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Abstract

Gerbner's Cultivation Theory claims that people who watch television for several hours a day develop an exaggerated belief about the social reality of the world. Gerbner (2003) also believes that those with heavy viewing habits go through a process of "blurring, blending and bending" (p. 384), also known as mainstreaming. According to Gerbner, television tends to label ethnicity, gender, economic status, and blur political distinctions. This study applies Gerbner's Cultivation Theory regarding how television creates a mainstream effect on heavy television viewers. In an attempt to examine that the media deals with inescapable images of females and how they express themselves through the use of verbal aggressive language. This study also suggests that females who use profane language will be perceived by both male and female students as interpersonally less attractive than any other person will. Survey research was used to collect data from a convenience sample of eighty students at a university. The results of the survey demonstrate that hypothesis one, hypothesis two, and hypothesis three were confirmed.

Did she just say "holy shit": The interaction of gender and profanity on perceived
Interpersonal attractiveness

Three decades ago, researchers knew very little about the effects of profanity on communicative language and perceived interpersonal attractiveness. Our concept of the relationship between language and gender displayed through the media and interpersonal interaction has changed remarkably (Bayard & Krishnayya, 2001). The current study investigates the levels of perceived attractiveness and use of profanity compared to males and females who use profanity, and females and males who do not use profanity. This study also examines profanity as a form of verbal aggressiveness and how the media (television, film, etc.) portray female characters and their use of profanity. It is important to realize the changes in how profanity is expressed by both males and females on television and film over the past thirty years. The changes are suspected to influence the level of interpersonal attractiveness among females and males who use or do not use profanity when communicating in our society. George Gerbner's Cultivation Theory will represent the framework for this study.

In order to complete this study, the review of literature will examine verbal aggression, Interpersonal attractiveness, and a discussion of theoretical framework.

Review of Literature

The media is a dominant force in shaping modern society and portraying inescapable patterns of images and ideologies that television (especially dramatic, fictional entertainment) provides (Nacos, 2000). Of these inescapable patterns of images and ideologies one in particular that the media repeatedly stereotypes is gender. The Cultivation Theory also claims that television creates a mainstream world view of social economic, political arrangements, and the roles of gender, ethnicity, and economic status

for those who are considered heavy television viewers (Nacos, 2000). The Cultivation Theory supports the idea that verbal aggression is an extension of violence that is portrayed through the media. Verbal aggression is speculated to have an effect on people's perceptions of interpersonal attractiveness among females and males who do use profanity compared to females and males who do not use profanity.

A study that was conducted over thirty years ago examined the effects of profane language in communicative situations. However, thirty years ago, researchers knew very little about the effects that profanity had on communication. These researchers suggested reasons for the use of obscenities; to create attention; to discredit someone or something; to provoke confrontations; to provide a type of catharsis for the user; and to establish interpersonal identification. Profanity was placed into three general categories; words that had religious connotations ("hell"), words that were related to excretory functions ("shit"), and words concerned with sexual functions ("fuck") (Bostrom, Baseheart, & Rossiter, 1973, p. 462).

Recent study dealt with verbally aggressive communication in adolescence and the context in which it occurred, and how interpersonal relationships and media influences their lives. Profanity was operationalized as a form of verbal aggression. Verbal aggression was defined as "an exchange of message between two people where at least one person in the dyad attacks the self-concept of the other person in order to hurt the other person psychologically" (Atkin, Smith, Roberto, Fediuk, & Wagner, 2002, p. 252). Several common types of verbally aggressive messages also included character attacks, background attacks, physical appearance attacks threats, and profanity (Atkin, et. al, 2002).

Verbal aggressiveness was also considered a subset of hostility, and the intention of a message that is verbally aggressive was to hurt the other person (Martin & Anderson, 1996). It has been argued that profanity is perceived as interpersonally unattractive and people who engage in profanity have been linked to argumentativeness. However, argumentative communication is considered constructive communication because those who are argumentative are aggressive in confrontational situations, but do not attack the others involved (Martin & Anderson, 1996). This could lead one to believe that verbal aggression would not only be used to control the conversation and provide destructive communication, but could be a form of assertive communication. However, this study also found that aggressive communication was related to low levels of competence, and people who use verbal aggression more often would not be as responsive to others.

Recent studies have indicated a significant difference in the use of profanity among females compared to males and considered profanity as involving stronger expletives ("oh fuck") and weaker expletives ("oh god"). A recent study conducted among New Zealand University students, examined that males used stronger expletives in a given context than females. However, both genders did reduce their amount of swearing in more structured conversations. Expletives in the unstructured context were largely presented as politeness strategies or a way of representing "shared values" among the speakers. Also, another finding of this study was that males generally used stronger expletives, and women used weaker expletives but more often than the males did. The researchers placed emphasis on the fact that swearing was used as a social mechanism between the males (Bayard & Krishnayya, 2001).

Different types of aggression (direct physical, direct verbal, and indirect) were measured among adolescent boys and girls in another study, and profanity was categorized as a direct verbal aggression (Salmivalli, Kaukianen, & Lagerspetz, 2000). The results suggested that there was a significant gender difference in the use of different aggression styles. The girls used more indirect aggression than the boys did, while the boys used more of physical and verbal aggression. Among both girls and boys, aggression was positively correlated with social rejection. However, aggression was not negatively correlated with social acceptance. Lack of aggression did not guarantee social acceptance among the boys and girls. Both physical and verbal aggressions were associated with social rejection, but the same was not true for indirect aggression. Indirect aggression was positively associated with social acceptance. The reciprocal aspect of verbal aggression was also confirmed, and verbal aggression was much higher between girls than the study anticipated. The study could not prove, but had findings that suggested media components influenced the amount of verbal aggression among adolescents because they are a target audience. This study proposed that the more verbally aggressive a female was, the more likely both males and females would reject her. Profanity was perceived as an undesirable and unethical behavior (Morgan & Korschgen, 2001). This supports aspects of the second hypothesis because according to this study, overall, females were the least verbally and physically aggressive, and this was probably due to the fact that it was less acceptable and would more readily be rejected. Females engaged in the least amount of direct verbal aggression so they would be perceived as less interpersonally attractive. However, males used the most amount of direct verbal aggression, and it was more readily accepted, but this does not necessarily

make males more interpersonally attractive. In fact, according to the current study's results, males were perceived as less attractive than females. In addition to verbal aggression, studies have also looked at the use of profanity as being related to levels of perceived interpersonal attractiveness.

Interpersonal attraction was seen as a multidimensional construct and was characterized by three dimensions. The first dimension of interpersonal attractiveness was a liking or social extent. The second dimension consisted of a task or respect dimension, and the third was a physical dimension (McCroskey & McCain, 1974). Communication theorists have done recent work on conceptualizing attraction. Attraction has been considered "a function of similarities in communication skills and social-cognitive perspectives (Waldron, & Applegate, 1998, p. 2).

A recent study examined social attractiveness levels based on similar and different speech rates and content, along with gender influencing the social attractiveness level. This study has made the assumption that people tend to like others with similar attitudes, interests, and personality characteristics, which was associated with Festinger's (1950) Social Comparison Theory. The study's hypotheses were associated with the Speech Accommodation Theory, which suggested that individuals who had similar verbal behaviors would interact positively to each other (Feldstein, Dohm, & Crown, 2001).

Festinger's Social Comparison Theory deals with interpersonal aspects of communication. Even though the current study is based on Gerbner's Cultivation Theory, which is derived from the mass media context, there are aspects of both interpersonal and mass communication that drive the current study. Perceived attractiveness would be considered interpersonal communication, and the subjects in the current study had to use

their interpersonal perceptions to determine how attractive or non-attractive profanity and non-profanity was among females and males. The mass media context drives the current study's overall examination of profanity, which has been operationalized as a form of verbal aggression. Gerbner's Cultivation Theory applies to heavy television viewer's perceptions of a scary violently exaggerated world. Surrounded by this exaggerated perception of a more violent society, verbal aggressive communication also stems from this theory.

This next study examined whether people tend to believe that others are more susceptible to media influence than they are themselves. The results found strong evidence that third-person perception also applied to people's perceptions of their own television-viewing behaviors and others' television-viewing behaviors. However, television watching for entertainment was considered positive (Wolfram, & Jochen, 2000). This could suggest that television was considered positive because people's perceptions of their own television-viewing habits were probably not going to be negative, in fact they would probably perceive their television-viewing behaviors as positive. However, not all forms of entertainment have been considered positive. Film being the other form of media has not always been as positive over the past three decades, due to violence, and sexual and profane content. Many critics claim that the overall quality of movies has declined due to an increase of profanity, sex, and violence. According to a Media General Associated Press poll, women were much more critical of movies than men were. A large portion of women claimed that they would be less likely to attend a film if it contained nudity or profanity. However, many of the men stated that nudity or profanity would not make a difference in what movie they chose to view (

Differences of how profanity is perceived among females and males have been very evident in several studies. In order to examine perceived interpersonally attractiveness and profanity among females and males, three hypotheses were generated from the previous literature.

H1: Profanity is perceived as less interpersonally attractive than non-profanity.

H2: Females are perceived as more interpersonally attractive than males.

H3: Females who use profane language will be perceived as less attractive than any other person will.

Method

Subjects

Subjects in this survey research study were 80 students enrolled at the University of Kentucky. A total of 80 surveys were distributed to students entering the William T. Young library, and classmates from SPA 202, COM 452, and TA 380 classes. The sample consisted of 40 (50.0%) females and 40 (50.0%) males. Of those surveyed, 1 (1.3%) was freshman class, 8 (10.0%) were sophomore class, 13 (16.3%) were junior class, 54 (67.5%) were senior class, and 4 (5.0%) were graduate students. The sample age ranged from 18 to 34, with the average age being 22.55. The majority of the subjects reported that they were white, 72 (90.0%) along with African American, 3 (3.8%), Asian, 1 (1.3%), Pacific Islander, 1 (1.3%), and Other, 3 (3.8%).

Design

This research study included a 2 (gender) X 2 (profanity) factorial design with twenty subjects per cell (10 = male and 10 = female). There were four surveys that were designed with a different scenario for each group of 20 subjects. The first group of 20 subjects participated in the survey that had a scenario with two males engaging in

conversation that does not contain profanity (Appendix A). The second group of 20 subjects participated in the survey that had a scenario with two males engaging in conversation that contained profanity (Appendix B). The third group of 20 subjects participated in the survey that had a scenario with two females engaging in conversation that contained did not contain profanity (Appendix C). The fourth group of 20 subjects participated in the survey that had a scenario with two females engaging in conversation that contained profanity (Appendix D). The survey was designed with a total of 19 questions; (see Appendices A-D) 4 were demographic questions, and the remaining 15 questions were based on a 7-point Likert-scale that ranged from (1) "strongly disagree" to (7) "strongly agree".

The respondents were selected as part of a convenience sample, which allowed the researcher to measure the interpersonal attractiveness levels based on each condition. McCroskey and McCain's (1974) 15-item Interpersonal Attraction Scale was employed to operationalize the dependent variable, perceived attractiveness. According to McCroskey and McCain (1974) interpersonal attraction is characterized by three different subgroups: a liking or social dimension; a task or respect dimension, and; a physical dimension. Questions 1, 2, 3, 4, and 5 measured social attraction levels, questions 6, 7, 8, 9, and 10 measured the physical attraction levels, and questions 11, 12, 13, 14, and 15 operationalized the task attraction levels. Questions 2, 3, 4, 9, 10, 11, 14, and 15 were reverse-coded and question 14 was deleted to improve overall scale reliability.

Detailed Procedures

In order to obtain sufficient subjects, three separate undergraduate courses were asked to complete the distributed surveys at the beginning of class. The researcher stood

towards the front of each class and provided brief instructions. Students were then asked to complete a detailed consent form (see Appendix E) and the researcher was available to answer any student questions. The surveys took approximately five to ten minutes for the subjects to complete, and then immediately collected by the researcher.

Analysis

This survey was meant to identify whether or not students perceive profanity among females as less attractive than any other person does. It was also meant to identify a difference between the attractiveness level of profanity and non-profanity and whether females were perceived as more interpersonally attractive than males. Two independent sample t tests were computed to test the differences between gender and perceived attractiveness and profanity and perceived attractiveness. An F test was computed to measure the variance of attractiveness and a follow-up one way analysis of variance was conducted to determine the mean differences between the four conditions.

Results

A univariate analysis of variance was computed to determine both main effects, as well as the interaction effects of gender and profanity on perceived interpersonal attractiveness (see Table 1). Hypothesis 1 was confirmed. There was a main effect for profanity. Profanity ($M = 3.88$, $SD = .82$) is perceived as less attractive than non-profanity ($M = 4.34$, $SD = .52$) [$F(1,76) = 9.23$, $p = .003$]. Hypothesis 2 was confirmed. There was also a main effect for gender. Males ($M = 3.94$, $SD = .62$) are perceived as less attractive than females ($M = 4.27$, $SD = .78$) [$F(1,76) = 4.68$, $p = .034$]. Hypothesis 3 was not confirmed. There were no main interaction effects between the four conditions as shown in Table 2 [$F(1,76) = .001$, $p = .972$].

Figure 1 provides a visual representation of the 2 (gender) x 2 (profanity) interaction. A follow-up one way analysis of variance was conducted to determine if there were any general mean differences between the four conditions (see Table 2). Even though there were no significant interactions reflected in the univariate analysis of variance, a one-way analysis of variance did detect a difference between the four conditions [$F(3,76) = 4.64, p = .005$]. Table 3 represents the means for each of the four conditions displayed in a bar chart. Scheffe post hoc multiple comparison tests reveal that the only significant difference that exists is between males who use profanity and females who do not use profanity. Females who do not use profanity are perceived as more interpersonally attractive (see Figure 1).

Discussion

The purpose of this study is to examine perceived interpersonal attractiveness levels among gender and profanity. This study suggests that profanity is perceived as less interpersonally attractive, and females are more interpersonally attractive than males. However, females who use profanity are predicted to be less interpersonally attractive than any other category. Results did not provide consistent support for the hypotheses, but they followed the theoretical framework.

Obviously, there is a significant difference between males who used profanity and females who do not use profanity. A follow-up one-way analysis of variance was conducted to determine if differences did exist between the four conditions (males using profanity, males not using profanity, females using profanity, females not using profanity). Overall, males who use profanity are perceived as least interpersonally

attractive, and females who do not use profanity are perceived as the most interpersonally attractive.

In support of the hypotheses for this study, a previous study examined the relationship between argumentativeness and verbal aggressive communication, and suggested that people who use verbal aggressive language often are not as responsive to others. People, who are responsive, have the capability to have empathy for others (Martin, Anderson, 1996). Therefore, since profanity is a form of verbal aggressiveness, others can see it as non-responsive. A communicator who is more verbally aggressive does not respond to the needs of others making them less interpersonally attractive in communication situations. This logical reasoning helps to support the first hypothesis and why profanity is perceived as less interpersonally attractive than non-profanity. According to the second hypothesis, males are also perceived as less interpersonally attractive than females, and logically this would lead to the reasoning of why males who use profanity are perceived as the least attractive category. A previous study proposed that males who use more verbal aggressive communication are more apt to become physically aggressive (Salmivalli & Lagerspetz, 2000). Males also use stronger expletives compared to females. Expletives such as "oh fuck" were dominated by males, and milder expletives like "oh my god" were associated with females (Bayard & Krishnayya, 2001).

However, the theoretical aspect of this theory deals with both interpersonal and mass media effects. The impact that the media has on the use of verbal aggression seems to have some influence on how females and males are perceived when they use profanity to express themselves. Gerbner says that language is one of the most important tools we

have. "It both reflects and guides us as a culture." (Goodale, 1998, p.B1). The media is aware of the power of language and can sometimes use language such as profanity to stereotype males and females and portray specific masculine or feminine images. "Movie makers try to assemble all-purpose women characters who are ravishing, sophisticated, strong but lusty, accomplished but willing, opinionated but adventurous. On one hand they are their own people; on the other hand they love their guys" (Beck, 2001, p.16). Gerbner suggests that films mirror and guide society, and that language on film is becoming increasingly coarse and impudent, which leads to future implication dealing with aspects of the media and profanity. Examination of the relationship between verbal aggressive communication and gender would be a more specific study and would apply to the Cultivation Theory as well. In addition, previous studies have also examined the relationship between perceived competence levels among people who engage in verbal aggressive communication. Further examination on the influence of gender roles could also be assessed. Operationalization of expletives among males and females could be further researched, along with associating what a strong version of expletives would be compared to a weaker version of expletives. Other methods of research could be done to examine these future implications instead of survey research. Other studies have used textual analysis to record verbal aggressive messages among males and females, and naturalistic observational research methods could also be used.

However, different methods of research may help to decrease threats to internal validity. Nevertheless, there were factors that may have limited this study. Subjects involved in this study may have increased threats to internal validity due to the fact that a selection bias did exist. The subjects were very hesitant to sign the consent forms

because they had to put a last name, even though they were made aware of their right to confidentiality. This may have influenced the participants' responses to the survey questionnaire.

Bias also existed in the study, in addition to threats to internal validity. The subjects surveyed were a convenience sample. Random sampling did not take place, so the overall population did not have an equal opportunity to participate in the study. The sample size consisted of 80 students, 72 (90.0%) of which were white, which was due to the fact that it was a convenience sample. Since the ethnicity of the subjects was limited, and very homogenous, this may have altered the results. Future research should make sure that the sample size is not limited to a dominant ethnicity and a simple random sampling method should be used.

This study set out to examine whether or not there were significant differences of perceived interpersonal attraction due to the use of profanity and non-profanity among males and females. Results show that there is a significant difference between the four conditions (males using profanity, males not using profanity, females using profanity, and females not using profanity), but no main interaction effects between gender and profanity are shown. The significant difference is between males who use profanity and females who do not use profanity. There is an effect for profanity, and is perceived as less attractive than non-profanity. Females are also perceived as more interpersonally attractive than males.

Future research can benefit from these findings because the study implies that there is a significant difference between perceived interpersonal attractiveness among males who use profanity and females who do not use profanity. It is important to

recognize that ways in which verbal aggression is portrayed in the media continues to influence people's perceptions of profanity and non-profanity among gender, and whether or not it is perceived as interpersonally attractive in communicative settings in our society.

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Appendix A

Survey Questionnaire – MALE /NO PROFANITY

Scenario: While you’re having lunch at a local restaurant you over-hear two males at the next table engaging in conversation. The first male, Tom asks a question, while the second male, John responds.

Tom: “So, how is the part-time job going?”

John: “Work is really stressful because my boss has given me a load of documents to put into the computer system. It will take me at least half of the day to finish.”

Instructions: Please respond to the following questions based on the preceding scenario and indicate the degree to which you agree or disagree with the following statements as they apply to **John**. Use the following scale to indicate your attitudes about **John**. (1) Strongly disagree, (2) Moderately disagree, (3) Slightly disagree, (4) Undecided, (5) Slightly agree, (6) Moderately agree, (7) Strongly agree. **Please circle the appropriate number.**

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I think he could be a friend of mine. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. It would be difficult to meet and talk with him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. He just wouldn’t fit into my circle of friends. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. We could never establish a personal friendship with each other. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I would like to have a friendly chat with him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I think he is quite cute. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. He is very sexy looking. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I find him attractive physically. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I don’t like the way he looks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. He is somewhat ugly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. He is a typical goof-off when he is assigned a job to do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I have confidence of his ability to get the job done. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. If I wanted to get things done, I could probably depend on him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I could get anything accomplished with him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. He would be a poor problem solver. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

THESE QUESTIONS ASK YOU TO TELL US ABOUT YOURSELF.

16. Gender (circle one)

Male

Female

17. Age _____

(OVER ON BACK)

18. Year in school (circle one)

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

19. Ethnicity (circle one)

- African American
- Asian
- Hispanic
- Native American
- Pacific Islander
- White
- Other

18. Year in school (circle one)

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

19. Ethnicity (circle one)

- African American
- Asian
- Hispanic
- Native American
- Pacific Islander
- White
- Other

Appendix C

Survey Questionnaire - FEMALE /NO PROFANITY

Scenario: While you're having lunch at a local restaurant you over-hear two females at the next table engaging in conversation. The first female, Kelley asks a question, while the second female, Jane responds.

Kelley: "So, how is the part-time job going?"

Jane: "Work is really stressful because my boss has given me a load of documents to put into the computer system. It will take me at least half of the day to finish."

Instructions: Please respond to the following questions based on the preceding scenario and indicate the degree to which you agree or disagree with the following statements as they apply to **Jane**. Use the following scale to indicate your attitudes about **Jane**. (1) Strongly disagree, (2) Moderately disagree, (3) Slightly disagree, (4) Undecided, (5) Slightly agree, (6) Moderately agree, (7) Strongly agree. **Please circle the appropriate number.**

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I think she could be a friend of mine. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. It would be difficult to meet and talk with her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. She just wouldn't fit into my circle of friends. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. We could never establish a personal friendship with each other. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I would like to have a friendly chat with her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I think she is quite cute. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. She is very sexy looking. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I find her attractive physically. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I don't like the way she looks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. She is somewhat ugly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. She is a typical goof-off when she is assigned a job to do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I have confidence of her ability to get the job done. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. If I wanted to get things done, I could probably depend on her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I could get anything accomplished with her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. She would be a poor problem solver. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

THESE QUESTIONS ASK YOU TO TELL US ABOUT YOURSELF.

16. Gender (circle one)

Male

Female

17. Age _____

(OVER ON BACK)

18. Year in school (circle one)

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

19. Ethnicity (circle one)

- African American
- Asian
- Hispanic
- Native American
- Pacific Islander
- White
- Other

Appendix D

Survey Questionnaire - FEMALE /PROFANITY

Scenario: While you're having lunch at a local restaurant you over-hear two females at the next table engaging in conversation. The first female, Kelley asks a question, while the second female, Jane responds.

Kelley: "So, how is the part-time job going?"

Jane: "Work is really fucking stressful because my boss has given me a shit-load of documents to put into the damn computer system. It will take me at least half of the damn day to finish."

Instructions: Please respond to the following questions based on the preceding scenario and indicate the degree to which you agree or disagree with the following statements as they apply to **Jane**. Use the following scale to indicate your attitudes about **Jane**. (1) Strongly disagree, (2) Moderately disagree, (3) Slightly disagree, (4) Undecided, (5) Slightly agree, (6) Moderately agree, (7) Strongly agree. **Please circle the appropriate number.**

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I think she could be a friend of mine. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. It would be difficult to meet and talk with her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. She just wouldn't fit into my circle of friends. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. We could never establish a personal friendship with each other. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I would like to have a friendly chat with her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I think she is quite cute. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. She is very sexy looking. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I find her attractive physically. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I don't like the way she looks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. She is somewhat ugly. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. She is a typical goof-off when she is assigned a job to do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I have confidence of her ability to get the job done. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. If I wanted to get things done, I could probably depend on her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I could get anything accomplished with her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. She would be a poor problem solver. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

THESE QUESTIONS ASK YOU TO TELL US ABOUT YOURSELF.

16. Gender (circle one)

Male

Female

17. Age _____

(OVER ON BACK)

18. Year in school (circle one)

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

19. Ethnicity (circle one)

- African American
- Asian
- Hispanic
- Native American
- Pacific Islander
- White
- Other

Appendix E
Consent to Participate in a Research Study

Rosalie Miller
Cell: 859 333-2010

I. INTRODUCTION

This consent form provides information about the research study. Before participating, you should be aware of the risks and benefits. If you agree to take part in the research study, you will be asked to sign this consent form. This study is voluntary, and you are free to decide whether or not to participate in the study. I will be available to answer any questions you may have and provide explanations if needed.

II. PURPOSE

This research study is a requirement for two of my University of Kentucky communication classes, Introduction to Communication Theory (COM 351) and Introduction to Research Methods (COM 365). I want to measure student's attitudes about conversations overheard in restaurants.

III. PROCEDURES

The research will be completed in the form of a convenience survey. The amount of time it will take to fill out the survey will be approximately ten to fifteen minutes.

IV. POSSIBLE RISKS

By filling out this attached survey you will not be exposed to any risk or harm than compared to what you would experience in everyday life.

V. POSSIBLE BENEFITS

You will not receive any personal benefits from participating in this study.

VI. COSTS

There are no costs associated with taking part in this study.

VII. COMPENSATION

You will not receive any compensation from participating in this study.

VIII. RIGHT TO WITHDRAWAL FROM THE STUDY

Your participation is strictly voluntary. You may decide to begin or withdrawal from this study at any time. Your records will be used for research only.

IX. CONFIDENTIALITY OF RESEARCH RECORDS

No one else, except for myself, will know that you are a participant in this study. Your personal records will be kept private. At the end of my research study, the consent forms will be destroyed.

X. QUESTIONS

If you have any questions about the procedures of this research study, you can contact me, by telephoning my cell phone (859 333-2010) anytime.

XI. SIGNATURES

By signing this consent form, you confirm that you have read the following information and understand everything clearly. You do not give up any of your legal rights by signing this informed consent form, but agree to take part in this study.

_____ Participant (please print)

_____ Signature

_____ Date

XII. RESEARCHER STATEMENT

I certify that I myself have explained the research study thoroughly to the above individual. The purpose, procedures, risks and potential benefits associated with participation in this research study have been included.

_____ Investigator

_____ Signature

_____ Date

Table 1

Main and Interaction Effects of Gender and Profanity on Interpersonal Attractiveness

Tests of Between-Subjects Effects

Dependent Variable: Attractiveness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6.349 ^a	3	2.116	4.636	.005
Intercept	1348.903	1	1348.903	2955.043	.000
TGENDER	2.136	1	2.136	4.679	.034
PROFANE	4.212	1	4.212	9.228	.003
TGENDER * PROFANE	5.740E-04	1	5.740E-04	.001	.972
Error	34.692	76	.456		
Total	1389.944	80			
Corrected Total	41.041	79			

a. R Squared = .155 (Adjusted R Squared = .121)

Figure 1

Target Gender X Target Profanity Interaction on Estimated Marginal Means of Attractiveness

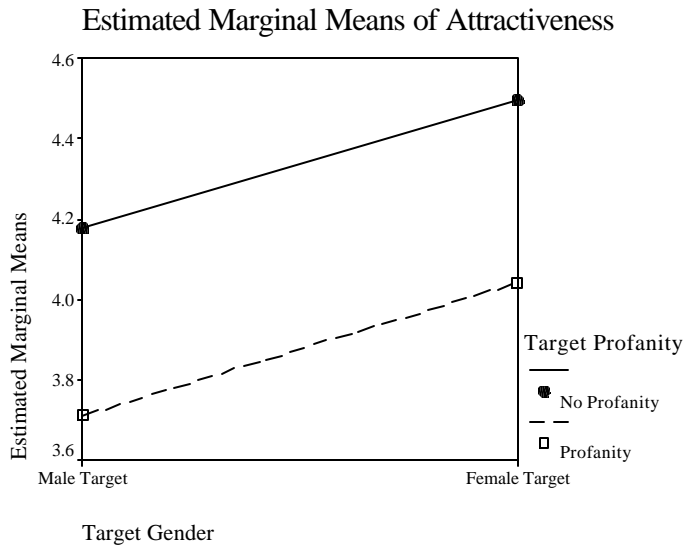


Table 2
Means and Standard Deviations for Each of the Four Scenario Conditions

Descriptives

Attractiveness

	N	Mean	Std. Deviation
Males Using Profanity	20	3.7107	.70577
Males No Profanity	20	4.1750	.42573
Females Using Profanity	20	4.0429	.90778
Females Not Using Profanity	20	4.4964	.56788
Total	80	4.1063	.72077

Table 3
Gender X Profanity
Mean Plot Comparison of Each of the Four Scenario Conditions

