**In Conversation Recording Requirements:**

**Note: These requirements apply to the In Conversation posts, not other recorded speeches.**

**These are video recordings, not audio. Please do not submit audio-only, or else it will not be graded.**

The "In Conversation" posts are fairly new to this CMST 101 course. They are designed to replicate the types of discussions we will have in the classroom--those discussions that we don't want online students to miss!

The recording requirement for "In Conversation" will be a little different than the recordings for formal speeches. Here is what you should know:

-Gather two to four friends, family, colleagues for your conversation.

-Let your conversation partners know in advance what the conversation will be about.

-Set up your recording where you can all be seen seated around a table or with chairs circled, etc. Make sure you are clearly visible leading the conversation.

-Ensure that your conversation stays on track. The max time for your discussion should be seven minutes. Have the question prompts in front of you if necessary.

-Encourage your conversation partners to join you with thoughtful, layered responses. Avoid one-word answers. Remember, you are not only answering questions, but also analyzing communication concepts.

-Make sure your conversation includes the use of communication terminology OR reference to information in the chapters. There may be times that you will "teach" your conversation partners a particular term.

# Sample In Conversation Assignment

This is your very first In Conversation assignment. You will need two to three conversation partners to complete this assignment. You will also need your terminology journal for Chapter 3, as well as a device for watching a brief video:

[https://www.youtube.com/watch?feature=player\_embedded&v=QxVZYiJKl1Y (Links to an external site.)](https://www.youtube.com/watch?feature=player_embedded&v=QxVZYiJKl1Y)
Here are your next instructions:

\*Before your conversation: Watch the video and make sure you've read Chapter 3 (Communication and the Self).

\*Based on the video, come up with three questions for your group that incorporate concepts in the book AND ideas in the video. This video topic is something that many of us struggle with when it comes to self-identification, so hopefully it should be fairly easy. You can ask direct questions, such as, "When do you experience (concept about the self from the text) when you see other people's posts on social media?" Or they can involve the concept first: "Where did you see examples of (concept)?" Try to offer thoughtful questions that reveal your own knowledge of the chapter material.

**Note: Depending on your communication partners, you MAY have to teach them the terminology you'll be using. This is perfect and will give you practice articulating the terms.**

\* Ensure that your conversation stays on track. You are the regulator for the conversation. The max time for your discussion should be 10-12 minutes. Have your questions front of you to draw from.

\* Encourage your conversation partners to join you with thoughtful, layered responses. Avoid one-word answers. Remember, you are analyzing communication concepts in these discussions.

\* Make sure you have well thought out responses to the questions to share with the group and encourage discussion.

**After you have finished your conversation, complete the following information and submit:**

List the names of others in your conversation and their relationship to you.

1. List your three questions that you asked to the group based on the video and Chapter 3.

2. Give three highlights of your conversation, including the exact terminology that you incorporated. Do not skimp! Explain three areas that your group talked about and include the concepts from the text in bold.

3. How do you feel you performed as the conversation leader? What went well? What would you change for next time? What strengths did you draw upon? What weaknesses would you need to work on?

**Your Personal Reading History**

One of your major assignments in this course in this course involves a terminology journal. You'll complete this journal three times during our time together. The terminology journal is meant to help you "do something" with your reading--to use the chapter terminology/concepts/ideas in a meaningful way and tie the material to your life. The hope is that by doing this successfully, you'll be able to competently apply the term to deeper conversations (hint, hint... In Conversation assignments!) and to your other writings i.e., your discussion questions and prompted journal questions. Since I've used the terminology journal assignment in the past year, I've seen stronger grades and, more importantly, deeper comprehension, retention, and application (both in actual discussion and in writing) of terms. Being able to articulate the terminology in your own way is a huge step for you in becoming an academic, a scholar, and a learner in the world.

So, I want to know about your reading history. Here are the questions I'd like you to answer:

1. What experiences stand out for you as high points and/or low points in your reading development? You can refer to any level of schooling, and you can also refer to reading experiences outside of school.

2. When have your reading experiences made you feel like an insider or outsider?

3. What supports your ongoing development in reading? What discourages it?

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I can share some of my responses that I gave in my class:

1. High point: Being in my undergraduate and graduate programs and reading information that interested me, such as about communication, and also about education.

Low point: Reading material that did not interest me at all, such as history textbooks, environmental science, or even literature that I couldn't connect with.

2. I felt like an insider when I could read and comprehend information, then talk about it. I felt like an outsider in many of the classes that involved subjects I wasn't interested in. When students would speak up in class and sharing what they knew, I would "check out."

3. Three things support my development in reading: 1) Being very interested in the subject matter; 2) Forcing myself to read without distraction (hard to do with so much mind chatter, a busy life, and two kids!); and 3) Having to do something with the material, like write about it or apply the information to something else.

**Capturing the Reading Process**

It's time for another reflection on your reading ability, based on my Reading Apprenticeship class that I'm taking. One of the goals in my taking this class is that I'm asked to use some of the assignments in my current class.

Here are the instructions:

1. You are going to read a journal article (as much of it as you can) that is something typically found at the graduate level. Heck, it's dense reading, even for me, and I went to graduate school! This is meant to not be easy. Get through as much as you can. The study is about relationships and Facebook.

[http://ac-journal.org/journal/2014-2015/Vol16/Iss2/ACJ%202014-025\_Pavica.pdf (Links to an external site.)](http://ac-journal.org/journal/2014-2015/Vol16/Iss2/ACJ%202014-025_Pavica.pdf)

2. Answer this question and the ones that follow: Even if you weren't consciously aware of the strategies you were using to make sense of the article, describe the process you went through. How did you help yourself to comprehend all or parts of it?

3. What roadblocks did you encounter and how did you attempt to overcome the roadblocks?

4. What problems with reading this piece remain unsolved?

5. Do you relate any issues with reading this piece to other gaps in your reading comprehension? Explain.

**Try a Think Aloud**

Do you ever read something and then you read it again... and again... and again, not sure if you captured any of the meaning? This definitely happens to me, and although I love to read, I find that as I'm getting older, I have less patience for anything that I don't find 100% engaging.

I want to teach you a technique for how to read your sources (or any piece of writing, textbook, etc., for that matter). This is called "Think Aloud."

A Think Aloud is where you literally think out loud while reading any piece of writing (again, could be anything: textbook, article, etc.). I'm going to model a Think Aloud here. Please watch so you know what to do:

https://highline.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b0755d68-4caf-4ee9-a2e1-7ac37708979c

You are working on your speech outline and you've probably identified that you need to have at least TWO outside sources in your speech. I'd like you to try a Think Aloud with one of those sources.

Please do the following:

1. Choose one of your sources that you will use for your speech. Have this ready to go when you do your recording. In my recording, you could see what I was reading. I don't need to see what you are reading. I just need to hear you reading it.

2. Set up your phone to record you doing your Think Aloud for no more than TWO minutes.

3. POST the link to your recording.

4. WRITE in the text entry what you thought about the strategy. How did you create meaning out of what you were reading?

**Try a Talk to the Text**

Here is another strategy that you can use to help your reading! I've learned about this in the Reading Apprenticeship Training course I've mentioned.

Talking to the Text helps you record your thoughts about your reading, as you are doing the reading. This helps you make a deeper connection to what you are reading, and I bet you'll only have to read it once, rather than three, four, or 10 times!

Here is a video that I created to model a "Talk to the Text." Remember, you can do this with ANY reading, not just readings for my class:

https://highline.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=66342b79-a2f6-48f3-83cd-b961140c02cf

Now I'd like you to try a Talk to the Text for yourself. Here are instructions:

1. Choose one of your sources for your upcoming speech. Print it out or print it to PDF like I did. You can also copy the reading to a Word document, if you so choose.

2. Talk to the text for at least two minutes. Make your notes, write your connections to the information you're reading, circle any words that you need to look up later (if that is the case).

3. Take a picture of your finished Talk to the Text paper and upload the .JPG. You can upload your PDF or Word document, if you copied the original piece that way.

4. In the text entry box, discuss what you thought of this strategy. How did this experience help you create meaning for what you were reading?