Key Features of University Success Oral Communication

UNIQUE PART STRUCTURE

University Success employs a unique three-part structure, providing maximum flexibility and multiple opportunities to customize the flow of content.

Each part is a self-contained module allowing teachers to focus on the highest value skills and content. Parts are aligned around science, technology, engineering, arts, and mathematic (STEAM) content relevant to mainstream academic areas of study.

**Part 1 and Part 2** focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees. **Part 3** introduces student to extended practice with the skills. Students work directly with the authentic content created and delivered by top professors in their academic fields.
PART 1 AND PART 2

A Unit Profile outlines the content. Getting started questions explore the content, develop context and engage students’ prior knowledge. An online self-assessment identifies skill areas for improvement and helps students create personal learning objectives.

Outcomes aligned with the Global Scale of English (GSE) are clearly stated to ensure student awareness of skills. Professors provide a preview and a summary of the content.

Why It’s Useful highlights the purpose for developing skills and supports transfer of skills to mainstream class content. A detailed presentation contextualizes the skills value in academic study. Noticing activities allow students to see skills demonstrated in the contexts of academic lectures, discussions, and question and answer sessions.
Each skill is divided into discrete **supporting skill** areas.

Multiple **exercises** encourage application of the skills and build fundamental and critical thinking skills.

A variety of listening types including lectures and academic discussions represent "real life" university experiences.

**Online activities** encourage students to personalize content with collaborative research activities.
**Integrated skills** provide practice with high-level authentic academic content relevant to mainstream study.

**Language skill study** provides support for complex lexical and grammatical skills.

A **lecture** aligned with the academic content allows students to apply skills practiced in the unit. Critical thinking and thinking visually activities challenge students to dig deeper.

A **final project** allows students to integrate content and utilize all aspects of their oral communication skills. Projects include presentations, debates and panel discussions.

Parts 1 and 2 end with an extended **application of skills** that function as a formative assessment.
PART 3

Critical thinking activities ask learners to engage at a deep level with the content, using information from the lecture to address specific real-world applications.

Thinking visually provides an opportunity for students to create and analyze charts, graphs and other visuals.

Students view an authentic lecture presented by a professor working in a specific STEAM field.

Language skills reviews language skills developed in Part 1 and Part 2, using the source content from the professor to provide final examples.

A final collaborative activity encourages in-class or online project collaboration, mirroring real world expectations of project learning.
TEACHER SUPPORT

Each of the three strands is supported with comprehensive downloadable teaching notes in MyEnglishLab that detail key points for all of the specialized, academic content in addition to tips and suggestions for how to teach skills and strategies.

Assessments on selected topics provide extra opportunities for students to demonstrate learning. Flexible design allows assessments to be used as unit reviews, mid-terms, or finals. Test bank presents multiple test versions for easy test proctoring.

An easy to use online learning management system offering a Flexible Gradebook and tools for monitoring student progress, such as audioscripts, videoscripts, answer keys, and word lists to help in lesson planning and follow up.
# Part 1

## Fundamental Oral Communication Skills

<table>
<thead>
<tr>
<th>Subject</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>Active Participation</td>
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<tr>
<td>Economics</td>
<td>Idea Development</td>
</tr>
<tr>
<td>Biology</td>
<td>Extended Discourse</td>
</tr>
<tr>
<td>Humanities</td>
<td>Speaking Styles</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>visuals</td>
</tr>
</tbody>
</table>

Part 1 is designed to build fundamental skills step by step through exploration of rigorous, academic content. Practice activities tied to specific learning outcomes in each unit focus on understanding the function and application of the skills.
SOCIOLOGY

Active Participation

UNIT PROFILE
In this unit, you will learn about social movements, specifically the civil rights movement and the role of Dr. Martin Luther King Jr. You will also learn about resource mobilization theory and social movement organizations.

You will prepare a group presentation on a social movement that has brought great change.

OUTCOMES
• Ask for and respond to requests for elaboration
• Use turn-taking to encourage participation
• Take accurate, organized notes
• Paraphrase, or rephrase, key ideas

GETTING STARTED
Go to MyEnglishLab to listen to Professor Greenburg and to complete a self-assessment.

Discuss these questions with a partner or group.

1. Look at the photograph above. What is happening in this picture? Have you ever witnessed or participated in a similar event in your own life?

2. Historically, what are some different ways that people have come together to bring about change?

3. In the introductory video, the professor refers to strategies that Dr. Martin Luther King Jr. used “to organize and mobilize people in order to drive change.” What do you imagine some of those strategies might have been? In your own life, do you know people who work to make change in big or small ways? What strategies do they use?

For more about SOCIOLOGY, see 2 3. See also R and W SOCIOLOGY 1 2 3.

2  SOCIOLOGY  PART 1
**FUNDAMENTAL SKILL**
**BEING AN ACTIVE PARTICIPANT**

WHY IT’S USEFUL. By being an active participant, you can deepen your comprehension of a subject and identify key information, increasing your learning.

During college lectures, class discussions, and group work, you will be asked to participate in different ways. Participating is not simply listening but being an active member of the class. Understanding what it means to be an active participant is central to your success. Active participation involves being prepared, interacting and engaging in course dialogue, working in groups, and being involved in hands-on learning. These activities deepen your understanding and improve your overall classroom experience.

One strategy that will aid you in becoming an active participant is asking for and responding to requests for elaboration. Elaboration involves expanding the topic—going from the simple to the complex. It often involves gaining more insights into, or details about, the topic. There may be times when you do not fully understand the lecturer or a classmate, or when you simply would like to explore a particular area in greater depth. To better understand, or to get more detail, it’s important to ask questions so that the speaker can give a deeper explanation. The same is true as a speaker. Your listeners may have questions about a point or idea you are making. Therefore, you will need to be prepared to respond to their questions in greater detail.

A second critical strategy is being able to know when to engage in a group or class discussion, as well as how to do so. This is referred to as turn-taking. Part of turn-taking also includes getting others’ ideas, or encouraging participation. High-quality academic conversations involve the exchange of ideas, with a lot of turn-taking.

Go to MyEnglishLab to complete a vocabulary exercise.

**NOTICING ACTIVITY**

A. Listen to the beginning of an academic seminar. As you listen, consider where you might ask a question for more detail or deeper understanding.

B. Now listen to a conversation between two students who have just heard the academic seminar. What were they glad to hear more about? Why?

Go to MyEnglishLab to complete a skill practice and join in collaborative activities.
SUPPORTING SKILL 1
MAKING REQUESTS FOR ELABORATION

WHY IT’S USEFUL By asking for elaboration, you can achieve higher levels of understanding, make deeper connections to the course content, and activate your critical thinking skills. By being able to respond to requests for elaboration, you can help your audience better comprehend your meaning.

When asking for elaboration, you are essentially asking the speaker to tell you more. We often do this in academic settings when we want to better understand the topic, are interested in the topic and want the speaker to expand on it, or need more detail to draw connections to other concepts and ideas. When asking for elaboration, it is helpful to state the exact information you want the speaker to elaborate on. Why and How questions are common when asking for elaboration.

<table>
<thead>
<tr>
<th>Ways to Ask for Elaboration</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>You said/mentioned ... why ... ?</td>
<td>You mentioned that several threats were made on Dr. King’s life; why were so many threats made?</td>
</tr>
<tr>
<td>You said/mentioned ... how ... ?</td>
<td>You said that Dr. King was fighting another war; how did that war begin?</td>
</tr>
<tr>
<td>When you said/mentioned ... did you mean?</td>
<td>When you said there was another war going on, did you mean a war within the country, like the War on Poverty?</td>
</tr>
<tr>
<td>Is it accurate/fair to say ... ?</td>
<td>Is it fair to say that the War on Poverty was tied to sociopolitical events?</td>
</tr>
<tr>
<td>Is this related/connected to ... ?</td>
<td>Is this related to the after-effects of the Vietnam War at all?</td>
</tr>
<tr>
<td>Would/Could/Can you expand/elaborate on ... ?</td>
<td>Could you elaborate on the idea that the scope of Dr. King’s goals widened through the years?</td>
</tr>
</tbody>
</table>

When presenting or speaking in a group, it is important to be able to respond to questions when others need more information or request elaboration. Giving details in a logical order helps the listener make connections. When adding details, consider who, what, where, when, how, and why. It is also helpful to signal that you are about to elaborate.

<table>
<thead>
<tr>
<th>Ways to Signal Elaboration</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me give you some details. First ... Second ...</td>
<td>Let me give you some details. First, the sociopolitical climate was one in which the country was divided by race. Second, the political climate was also divided, as many Americans were against the war, while others deemed it necessary.</td>
</tr>
<tr>
<td>To elaborate ... Let me elaborate.</td>
<td>Let me elaborate. This took place in a very segregated town. Community members had literally drawn lines in the street.</td>
</tr>
<tr>
<td>Let me tell you a little bit more. What’s more ...</td>
<td>What’s more is Dr. King recruited the poor from the city and rural areas and led them in a campaign for fair wages.</td>
</tr>
</tbody>
</table>
EXERCISE 1

Go to MyEnglishLab to complete a vocabulary exercise.

A. What do you know about Dr. Martin Luther King Jr.? Write down some things you know.

B. Work with a classmate. Share what you know. As you listen to your partner, ask for elaboration.

C. Listen to the lecture about Dr. King’s early years. As you listen, think about which topics you would like the lecturer to elaborate on. Write down three questions.

1. ....................................................................................................................

2. ....................................................................................................................

3. ....................................................................................................................

D. In a small group, share your requests for elaboration. Choose two or three questions to ask your instructor.

Go to MyEnglishLab to complete a skill practice and join in collaborative activities.
SUPPORTING SKILL 2
TURN-TAKING AND ENCOURAGING PARTICIPATION

WHY IT’S USEFUL  By identifying techniques used in spoken discourse for turn-taking and for encouraging participation, you can better understand, and follow the unspoken regulations of organized academic discussions. By using these techniques when you speak, you can invite your listeners to actively engage in the topic with you.

Verbal interaction is a regular part of one’s academic life. Understanding the unspoken rules for turn-taking, or when to enter or exit the conversation, is an important part of being an active participant.

ENTERING A CONVERSATION
You can enter the conversation when someone has finished his or her thought or idea. Some clues that the speaker has finished a thought are:

- a drop in intonation
  
  *The college had few adult students, so it specifically opened up study to qualified younger students.*

- a slower pace or lengthening of the last syllable
  
  *His undergraduate degree was awarded by Morehouse College, a historically black college in Atl-lan-ta.*

- a turn-taking signal, or cue
  
  ... you know.
  What do you think?
  That’s my idea.
  Well ...
  Ah ...

Hearing one of these turn-taking techniques signals listeners that they may speak. When entering a conversation, speakers may begin:

<table>
<thead>
<tr>
<th>Expressions Used for Entering a Conversation</th>
<th>Utterances Commonly Used before a Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I add to that by saying ...</td>
<td>Well,</td>
</tr>
<tr>
<td>I’d like to say ...</td>
<td>Yes,</td>
</tr>
<tr>
<td>I’d like to add to that ...</td>
<td>So,</td>
</tr>
<tr>
<td>I’d like to give my two cents ...</td>
<td>But,</td>
</tr>
<tr>
<td>My idea is ...</td>
<td>Um,</td>
</tr>
<tr>
<td>One idea is ...</td>
<td>No/Nah,</td>
</tr>
</tbody>
</table>

Examples

*Well, I’d like to give my two cents.* The political turmoil at the time definitely impacted the threats.

*So, my idea is* that many citizens chose not to engage, and that also created problems.

*Um, I’m not sure about that.* I think they were fighting their own battles.
EXITING A CONVERSATION
Turn-taking also involves giving up the floor, or allowing someone else to share his or her ideas. It is important to pay close attention to your listeners to determine if someone would like to ask a question, add to your ideas, or offer a new idea. Pay attention to:

- expressions
- body language (nodding in agreement or disagreement can indicate a listener has something to share)
- noises such as uh-huh, humm

ENCOURAGING PARTICIPATION
Lecturers often encourage listeners to participate and contribute ideas. This makes the class more dynamic and presents an opportunity for deeper learning. Lecturers may address you by name to ask you for your thoughts.

Example

How about you, Tiexin?
What do you think, Ali?
Ming, can you add anything?
We haven’t heard from you, Rosa.

Or, they may use an expression to encourage full participation.

Example

What does everyone think?
Any ideas or thoughts on that?
Does anyone want to add something here?

Go to MyEnglishLab to complete a vocabulary exercise.

EXERCISE 2
A. Read the discussion excerpt between a student and tutor and add expressions to encourage participation. Then role-play the conversation with a partner. Be sure to signal turn-taking with a drop in pitch and lengthened final syllables.

Tutor: Let’s review social movements. ........................
Student: Well, I think the professor defined social groups as large groups that don’t have power, and they are trying to promote some sort of change in society.
Tutor: Yeah, and let’s not forget that they are organized, unlike collective behaviors. As far as King and the civil rights movement, ........................
Student: I think Dr. King’s civil rights movement was definitely a social movement because it was organized, attempted to relieve tensions in society, and the group had legitimate expectations for change.
Tutor: Yes. So let’s talk about social change. King led the movement to bring about change through his ability to lead the group. He knew how to reach people and mobilize them. ........................
Student: Yes, I can add to that. He also was able to frame the group’s message and advocate for them.
Tutor: I think you got it! You might be ready for the test.
B. Listen to the academic discussion. Choose all the signals of turn-taking and encouraging participation that you hear.

Turn-taking signals when finished speaking:
- lengthened syllables
- drop in pitch
- you know
- That's my idea.

Turn-taking signals when beginning to speak:
- I'll add to that by saying …
- I'd like to say …
- My idea is …
- Well,
- Nah,
- Um
- Yeah

Encouraging participation:
- How about you …?
- … what do you think?
- Any ideas?
- We haven’t heard from you.
- Does anyone want to add something here?

C. Listen again and take notes on what you hear. With a partner, share what you remember from the excerpt. Practice using signals for turn-taking and encouraging participation.

Go to MyEnglishLab to complete a skill practice and join in collaborative activities.
INTEGRATED SKILLS
TAKING ACCURATE, ORGANIZED NOTES

WHY IT’S USEFUL. By developing a systematic note-taking method, you can easily identify key points of a lecture, better understand the connections between related ideas, and have the needed tools to improve your overall performance on assignments and tests.

One of the greatest cognitive demands you have as a college student is taking notes during a lecture. Academic listening involves much more than just listening passively. You need to:

- select important ideas;
- interpret the information;
- determine what to write down and;
- record it in an organized manner.

The more accurate and organized your notes are, the more likely you are to be successful in your comprehension of the subject. Part of being an organized note-taker is finding and utilizing a technique or method that works for you. You may find that one technique works better in one class, while a different method works in a different course. Common note-taking methods are:

- outlining
- the Cornell Method
- charting or mapping

OUTLINING
Outlining involves listening and writing key ideas based on space indentation. This makes it easy to identify the key ideas, supporting details, and examples. Information that is most general starts at the margin, while more specific details and examples are indented.

<table>
<thead>
<tr>
<th>I. Civil Rights social movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Began in 1955 with Montgomery bus boycott</td>
</tr>
<tr>
<td>B. Rosa Parks arrested for not surrendering her seat</td>
</tr>
<tr>
<td>1. First lady of civil rights</td>
</tr>
</tbody>
</table>

THE CORNELL METHOD
The Cornell Method has two main parts: the first part you do in class, while listening, and the second part you do immediately after class. In class, you jot down notes on the right side of a paper. After class, you use the left side to pull out key ideas. This allows you to easily condense and identify key ideas within a lecture.

<table>
<thead>
<tr>
<th>Social Movement Organization Leader: MLK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics:</td>
</tr>
<tr>
<td>1. organize people</td>
</tr>
<tr>
<td>2. create/state message</td>
</tr>
<tr>
<td>3. exploit opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MLK as a SMO leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders have all kinds of characteristics.</td>
</tr>
<tr>
<td>Organize people, frame a movement’s message, exploit opportunities, gather people.</td>
</tr>
<tr>
<td>These characteristics are important for leaders. They represent the collective group.</td>
</tr>
</tbody>
</table>
CHARTING OR MAPPING
Charting or mapping contains all key information and visually illustrates the relationships between ideas.

EXERCISE 3
A. With a partner, review the three note-taking methods. What are the advantages and disadvantages of each method?

B. Now listen to a lecture on Dr. Martin Luther King's early adult life. Take notes using one of the methods.

C. Using your notes, answer the questions about the lecture.
   1. Can you number the events of Dr. King's life in chronological order?
      
      □ Dr. King's house bombed
      □ Married Coretta Scott
      □ Graduated from Morehouse College
      □ Earned PhD at Boston College
      □ Wrote “Letter from Birmingham Jail”
      □ Awarded Nobel Peace Prize
      □ Led march on Washington, DC to bring attention to civil rights
      □ Took leadership role after Montgomery bus boycott
      □ Gave famous “I Have a Dream” speech
      □ Assassinated in 1968

   2. What were some results of Dr. King's efforts?
   3. Why was Dr. King no longer the primary voice of the civil rights movement in 1964?
   4. What are some other issues Dr. King spoke out against?

D. With your partner, discuss which note-taking method you chose and why. Was it effective? Why or why not?

Go to MyEnglishLab to complete a skill practice.

For more about NOTE-TAKING, see [R] SOCIOLOGY 1.
LANGUAGE SKILL
PARAPHRASING KEY IDEAS

WHY IT’S USEFUL By identifying paraphrasing, you can determine the meaning of complex terms. You can also utilize paraphrasing techniques when speaking or presenting to clarify technical language for your listeners.

In academic lectures and discussions, discipline-specific language is often used. Lecturers often restate the meaning of these terms in a way that is easier for listeners to understand. This is referred to as paraphrasing, or rephrasing. For example, a lecturer might state:

“Dr. King’s ascribed status, or social position given by birth, played a role in his desire to advocate.”

The lecturer used the term ascribed status, followed by its definition. This is one common way lecturers paraphrase.

<table>
<thead>
<tr>
<th>Language for Paraphrasing</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>By that I mean ...</td>
<td>Dr. King had great discipline. <strong>By that I mean</strong> he was motivated to produce particular realities.</td>
</tr>
<tr>
<td>It’s ...</td>
<td>Remember when we discussed normalization? <strong>It’s</strong> a social process by which some practices are marked as “normal,” while others are marked as “abnormal.”</td>
</tr>
<tr>
<td>In other words,</td>
<td>The ruling class ideology prevailed. <strong>In other words,</strong> those in charge promoted the idea that African Americans were different.</td>
</tr>
<tr>
<td>In a word,</td>
<td>King worked to lift the underclass—<strong>in a word,</strong> the poorest and most underprivileged.</td>
</tr>
<tr>
<td>Or</td>
<td>Dr. King’s ascribed status, <strong>or</strong> social position given by birth, played a tremendous role in his desire to advocate.</td>
</tr>
<tr>
<td>That is to say,</td>
<td>Class conflicts, <strong>that is to say,</strong> the differences between the varying social classes, were also a concern of King’s.</td>
</tr>
<tr>
<td>Use of appositive (definition)</td>
<td>The sanctions (punishments) put upon King did not slow his efforts.</td>
</tr>
</tbody>
</table>

EXERCISE 4

A. Look at the word list from this unit. Choose the words and phrases you know. If you don’t remember the meaning, ask a classmate.

- □ boycott
- □ promised land
- □ segregate
- □ propel
- □ shoulder the responsibility
- □ scrutinize
- □ grassroots
- □ charisma
- □ passive resistance

B. Read the sentences, which include words and phrases from Part A. Add paraphrases of the terms where indicated.

1. Dr. King served as the primary spokesman for the bus boycott, ..............................................

2. While the civil rights campaign began in the South, Dr. King propelled the movement, .............................................., to a national level.

3. The work of civil rights leaders was frequently scrutinized, .............................................., by others.

4. Although Dr. King was the face of the Civil Rights movement, it was truly a grassroots effort.

5. One critical leadership characteristic noted by sociologists is charisma. ..............................................

C. Work with a partner. Make sentences using the words and phrases in Part A that are not used in Part B. Practice paraphrasing.

Go to MyEnglishLab to complete a skill practice.
APPLY YOUR SKILLS

WHY IT’S USEFUL  By applying the skills you have learned in this unit, you will be able to more actively participate and engage in a college-level sociology lecture.

ASSIGNMENT
Prepare a group presentation on a social movement. Your group will present key elements of the movement, such as organizational support and mobilization, to explain how the movement started and gained momentum, as well as what changes it achieved.

BEFORE YOU LISTEN
A. Before you listen, discuss the questions with one or more students.
   1. How do most grassroots efforts begin? How about the civil rights movement?
   2. What is a boycott, and what do people boycott?
   3. Why do you think Dr. King led a variety of boycotts?
B. You will listen to a lecture about the Montgomery bus boycott. As you listen to the lecture, think about these questions.
   1. Why is Rosa Parks so well known for the Montgomery bus boycott?
   2. What effect did her arrest have on the civil rights movement?
   3. How was Dr. King involved?
   4. What impact did the bus boycott have on the city of Montgomery?
C. Review the Unit Skills Summary. As you listen to the lecture and prepare for your group presentation, apply the skills you learned in this unit.

UNIT SKILLS SUMMARY
BE AN ACTIVE PARTICIPANT USING THESE SKILLS:

Utilize strategies for elaboration and turn-taking.
• Ask for and respond to questions to get and give more details.
• Use your voice and signposts to signal the end or beginning of your ideas.
• Identify when others want to take a turn.

Take accurate, organized notes.
• Utilize a method to help you systematically organize key ideas.
• Select, interpret, determine, and write down key ideas.

Paraphrase.
• Listen for restatements of key terms to determine meaning.
• Restate discipline-specific vocabulary to clarify technical language.
LISTEN
A. Listen to the lecture about the Montgomery bus boycott and take notes.
B. Compare your notes with a partner. Do you both have the same key ideas? What skills from this unit can help you identify key ideas?
C. Work with a partner. Use your notes on the listening to answer the questions from Before You Listen, Part B.

THINKING CRITICALLY
Discuss the questions with another student.
1. What do you think are the primary implications of the speaker’s statement, “We remember Rosa Parks largely because, by the time of her arrest, the African American community of Montgomery, Alabama, had been ready and waiting for a ‘test case’ to oppose bus segregation laws”?
2. Based on the lecture, how would you describe the speaker’s point of view? In your discussion, provide examples that illustrate your understanding.
3. Based on the lecture, do you think individuals can greatly influence social change? How?
4. What connection does the speaker suggest exists between everyday citizens and social change?

THINKING VISUALLY
A. Look at the bar graphs on this page and on the next page. Discuss the questions with a partner.
1. What are the most critical civil rights for the respondents?
2. Why do you think some people answered “Not at all important” to some categories?
3. Would your ranking of these issues be similar or different? How?
4. What other categories would you add to these?

HOW IMPORTANT ARE THESE CIVIL RIGHTS ISSUES TO YOU?

ACTIVE PARTICIPATION
Continued
B. Conduct a survey in class or online of 10 friends regarding their beliefs on the most critical civil rights. Make bar graphs illustrating their responses. Present the results to your classmates.

Go to MyEnglishLab to listen again and answer critical thinking questions.

THINKING ABOUT LANGUAGE

Listen to the excerpts from the lecture and paraphrase each statement.

1. ....................................................................................................................................................

2. ....................................................................................................................................................

3. ....................................................................................................................................................

4. ....................................................................................................................................................

For help interpreting and creating graphs, refer to ENGINEERING Parts 3 and 2.
GROUP PRESENTATION

A. Read and discuss the question with one or more students.
Social movements have brought great change to countries all over the world. What other social movements do you know that have brought great change?

B. You will work with a small group to present a social movement that has brought great change to a culture or country. First, share stories on social movements. Then, select one movement and research details about it. Consider issues of organizational support, mobilization, and social injustice when creating your presentation.
1. What is the social movement your group will research?
2. What are some details on the movement that will illustrate your key points?
As you prepare, remember to paraphrase and elaborate on details to help your classmates understand key ideas.

C. Listen to each presentation.
Take notes and discuss the similarities and differences between all social movements presented.

Go to MyEnglishLab to listen to Professor Greenburg and to complete a self-assessment.