

International Module
Developed for COM100
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INFORMATIVE PRESENTATION GUIDELINES

- I. A complete sentence outline of the body of the presentation is required.
 - A. The introduction and the conclusion do not have to be a part of the outline even though the text includes these elements in the example.
 - B. The thesis of the presentation should be stated in a complete sentence at the top of the outline.
 - C. Specific data or facts should not be part of the outline because they would require in-text documentation. The outline is to be a general overview of the presentation.
 - D. The outline should provide only informational aspects and should not include indicators of bias.
 - E. The topic is to explore some aspect of a culture.
 1. The topic should be unique.
 2. The topic should be informative.
 3. The topic should be interesting to the speaker and the audience.
 - F. The outline is to be checked by the instructor prior to the day of the presentations.
 - G. The outline is worth five points of the presentation grade.
 - H. The evaluation of the outline is based upon content and format.
 - I. The outline is to be word processed or typed.
 - J. Following the outline, a Works Cited page is required and at least three sources should be listed in MLA format.
- II. The Informative Presentation should contain the following:
 - A. A variety of supporting material is necessary in order to enhance content development.
 - B. If specific facts or data are stated, then the source needs to be identified.
 1. The amount of material required to introduce a source varies per type of source.
 2. Check the text for the guidelines about citing sources in the text of your speech.
 - C. A clear organizational pattern should be evident.
 - D. A relevant attention-getter should be presented prior to stating the thesis.
 - E. Thesis statement should be stated in a simple sentence, and the focus should be clear.
 - F. The main points that are to be covered in the speech should be outlined for the audience after the thesis.
 - G. Signposting the main points throughout the speech aids in the audience following your organizational pattern.
 - H. The presentation should have a definite closure.
 1. The conclusion can refer back to the introduction.
 2. The conclusion should contain a brief summary of the ideas presented.
 3. The conclusion should effectively end the speech.

III. Evaluation of the informative presentation is based upon the following criteria:

A. The areas to be evaluated are listed on page 380 of the text.

B. In addition to those elements, the introduction, conclusion, transitions, and impact/use of visual aids are considered in the evaluation.

IV. The time frame of the informative presentation is five minutes.

A. Points are deducted if the speech is less than five minutes.

B. Points are deducted if the speech is over seven minutes.

V. Order of the speakers is determined the week prior to presentations.

A. Students may volunteer to go first.

B. After the volunteers, students are assigned a slot on a random basis.

C. If students switch time slots with other students, the instructor must be notified of the change.

D. If the student does not present on the day that he/she is scheduled, a reduction of ten percent of the grade will be assessed.

E. The student will then have an opportunity to make of the speech at the next class meeting after the scheduled speakers.

ORGANIZER

Name _____ Date _____

INTRODUCTION:

Title: _____

Thesis: _____

BODY:

Paragraph 1

Paragraph: Topic Sentence _____

Detail #1: _____

Detail #2: _____

Detail #3: _____

Detail #4: _____

Detail #5: _____

Paragraph 2

Paragraph: Topic Sentence _____

Detail #1: _____

Detail #2: _____

Detail #3: _____

Detail #4: _____

Detail #5: _____

Paragraph 3

Paragraph: Topic Sentence _____

Detail #1: _____

Detail #2: _____

Detail #3: _____

Detail #4: _____

Detail #5: _____

CONCLUSION

Closure/Thesis Reminder/Reflect back option: Reflect back to Introduction.

**Com 100
Web Workshop**

NAMES _____

This will be an introduction to finding information on the Web using Netscape. The instructional goals of this workshop are: to introduce you to Internet and the Web; to give basic information about using the Netscape browser; to have you share information with your classmates; to visit some sites with pertinent information; to learn to use various search engines; to learn to critically evaluate information found via the Web; and to apply this knowledge to find information on your own for your class research project.

For this workshop, you will be working in small collaborative groups. Within each group, Person 1 should do the navigating (Navigator), Person 2 should do the keyboarding (Helmsman). Be prepared to give a one minute report on what you found.

PART 1

Each group has been given an index card with a specific WWW address (or URL). As demonstrated, click on the OPEN button, then type in the WWW address.

Record the following information:

Location (or Web Address, aka URL) _____

Title of document _____

Brief summary describing the purpose of this site and the kind of information available. Reading the first few paragraphs should help you complete this section.

How might you be able to use this site for finding information on communication differences amongst various cultures?

PART 2

Refer to the sheet "Critical Evaluation of Sources". Using the sheet, evaluate the document you found. Do you think it is a credible source? Why? Explain your answer here.

For more information on evaluation, go to "<http://thorplus.lib.purdue.edu/~techman>"
Select "**Evaluating Internet Resources**"
If you have time, also look at "**Lisa Janicke**" to see her excellent work on evaluation.

PART 3

Now we will take a look at a search engine.

Click on Net Search.

Select Excite

Type "cross-cultural communications" (or try some of the other keywords we brainstormed)

Scroll through the results select a site which potentially looks relevant.

(If this site is unavailable, select another by clicking on the BACK button to return to the result list of sites and select another. You may have to click on the "Next Documents" button below the first list of sites.)

Once you find a site which looks helpful, record the following information for the document:

Record -the number of hits you got on your search: _____

Location (or Web Address) _____

Source (who produced the information) _____

Document title _____

Give a brief summary of this site, as with the site above.

PART 4

Independent Learning

Now you will be given some free time to explore the Web, using the tools you have just learned.

This is a good time to get a headstart on your research.

Title: I will introduce to you female circumcision.

I got my inspiration for my subject from the book, "Possessing the Secret of Joy," by Alice Walker. Female circumcision has been a ritual ceremony in many countries dating back to the time of the Pharaoh's. Female circumcision is a ritual ceremony that is still a tradition of our present times today. The countries highlighted (world atlas map used here) are those that are still performing the ceremony.

Thesis: Today I will inform you about female circumcision in Kenya. The areas I am going to speak about are the process and methods, the reasons of the ceremony, and last the effects the circumcision may have of the woman.

Outline:

- I. I will talk about the process of performing the circumcision on the female(s).
 - A. The tool that may be used in the ceremony.
 - B. There are three varieties of female circumcision.
 1. Sunna circumcision is the least desensitizing.
 2. Clitoridectomy is extremely desensitizing.
 3. Infibulation has the complete removal of sensitivity.
 - C. The ceremony is performed in a remote area.
 - D. The ceremony is unsanitary.
 - E. Using their procedures, the wound is closed.
- II. I will talk about the reasons "why" the ritual is performed.
 - A. The woman will remain a virgin until marriage.
 - B. Woman are not allowed to marry or to have children if they are not circumcised.
 - C. The woman is a danger and ultimately fatal to a man if her clitoris touches his penis.
- III. I will talk about the effects the circumcision may have on the woman.
 - A. The circumcision may create sexual frigidity.
 - B. The circumcision may cause genital malformation.
 - C. The first menstrual period may be delayed.
 - D. Psychological disturbances on girls due to circumcision are not uncommon.

Bibliography

Abdall, Raquiya H.D. Sisters in Affliction: Circumcision and Infibulation of Women in Affica. London: Zed Press. 1982.

Ntiri, Daphne Williams. "Circumcision and Health among Rural Women of Southern Somalia as Part of a Family Life Survey." Health Care for Women International, 14 no. 3, May-June (1993): 215-16. [14 = vol 14].

El Dareer, Asma. Woman, Why Do You Weep? Circumcision and Its Consequences. London: Zed Press. 1982.

Calder, Barbara L., Yvonne M. Brown, and Donna I. Rac. "Female Circumcision/Genital Mutilation: Culturally Sensitive Care." Health Care for Women International 14 no. 3, May-June (1993): 227-38, [14 = vol 14].

Rushwan, Hamid. "Female Circumcision." World Health, April-May (1990): 24-25.

Walker, Alice. Possessing the Secret of Joy. New York: Harcourt Brace Jovanovich, 1992.

Ciulli Rita. "A Woman's Ritual of Anguish." Newsday 23 Apr 1996: B04. [B04 = Section B, p4].

Informative outline

12 Nov. 96

TITLE: El Dia de Los Muertos: The Day of The Dead

THESIS: The Day of The Dead is a Mexican celebration of death mocking life using skeletons called "calaveras."

- I. The Mexican culture has a special holiday indigenous to their country called El Dia de Los Muertos.
 - A. Brief background of the holiday.
 - B. Introduction into the calaveras.

- II. The Mexican culture mocks the cycle of life and death using skeletons called "calaveras."
 - A. Skeletons are used in children's toys.
 - B. Skeletons are depicted in everyday life.
 - C. Skeletons are used purely as decoration.
 - D. Skeletons are used in art.

WORKS CITED

Ruiz, Efrain Cortes. "Calaverear." Los Dias de -Muertos. 23

Hoyt-Goldsmith, Diane. "The masks." Day of The Dead: A Mexican American Celebration. 20

"Dia de Los Muertos" online. 06 Nov. 96. Available: <http://www.elcamino.cc.ca.us/diadelos.htm>

Christmas the World Over

Thesis: Christmas has a universal meaning to many, but each culture brings their own twist to the celebration.

I. Japan

- A. Christmas did not become popular until World War II was over.
- B. There are few Christians in Japan, but most partake in the Christmas festivities.
- C. They use more of an American approach towards the celebration.
- D. On Christmas Eve, most Japanese spend time with their loved ones.
 - 1. They spend a great deal of money on gifts.
 - 2. They stay at expensive hotels.
- E. On Christmas Day they have "Christmas Cake" instead of a fancy dinner.

II. Mexico

- A. Christmas came to Mexico through Catholic missionaries in the sixteenth century.
- B. The Mexican Christmas season starts December 16.
- C. They start by commemorating the hardships of Mary in their attempts to find shelter.
 - 1. Many families join in the "posada".
 - 2. The "posada" last nine nights, celebrating at a different house each night.
- D. Every region in Mexico celebrates in their own distinctive way through plays, bullfights, rodeos, and lavish parades.

III. Germany

- A. Christmas originated in Germany around 700a.d.
- B. Most modern day customs are from the Germans.
- C. Festivities in Germany began on December 6.
 - 1. They place wreaths on their doors, adding one candle each Sunday.
 - 2. They also place paper stars on the wreaths; with verses from the old and new testaments on opposite sides.
- D. The Germans are the originators of the Christmas tree.
- E. On Christmas Eve they have a noisy way of bringing in Christmas Day.

Works Cited:

1. Thompson, Sue Ellen, ed. Holidays, Festivals, and Celebrations of the World. Chicago: Omnigraphics Inc., 1994
2. Wernecke, Herbert H. Christmas Customs Around the World. Philadelphia: Westminster Press, 1965.
3. Ross, Corinne. Christmas in Mexico. Illinois: NTC, 1991.
4. Metcalfe, Edna, ed. The Trees of Christmas. New York: Abingdon, 1969.

Informative Outline
November 12th

Goal: To inform the class about the Medicine Stick.

Thesis: The characteristics of the Medicine stick vary from tribe to tribe.

I. One tribe calls their Medicine Man Tomanis.

A. There are different kinds of Shaman.

B. The North American Indian Shaman is called Medicine Man.

II. The medicine stick is comparable to the Totem Pole.

A. Just like the Totem Pole, there are many names for the medicine stick.

B. The medicine stick and the Totem Pole have many similarities.

III. Explaining the symbols on a medicine stick is like telling a story.

A. The medicine stick was made by a Tomanis for Bob Collins.

B. The symbols on the stick describe Bob's Personalities.

Works Cited

- Bridgewater, Alan and Gill Bridgewater. Carving Totem Poles and Masks. New York: Sterling Publishing Co., Inc., 1991.
- Collins, C. Robert. Indians, Lamanites, or God's Children. np. np. 1993.
- Collins, C. Robert. Personal Interview. 6 Nov. 1996.
- Davis, Mary B., ed. "Native America In the Twentieth Century an Encyclopedia." Traditional Medicine. New York: Carland Publishing, Inc., 1994.
- Hoyt-Goldsmith, Diane. Totem Pole. New York: Holiday House, 1990.
- Hultkrantz, Ake. Shamanic Healing and Ritual Drama. New York: Crossroad, 1992.
- Malin, Edward. Totem Poles of the Pacific Northwest Coast. Portland: Timber Press, 1986,
- Patterson, Latsee and Mary Ellen Snodgrass. Indian Terms of the Americas." Medicine Man. Englewood: Libraries Unlimited, Inc., 1994.
- "Shaman." Encarta. CD-ROM. Microsoft Corporation. 1994ed.
- Stewart, Hilary. Totem Poles. Seattle: University of Washington Press, 1994.
- Walsh, Roger N. The Spirit of Shamanism. Los Angeles: Jeremy P. Teacher, Inc., 1990.

Title: Muslim Dress all over the World.

Thesis: In today's society there have been more rapes than ever before, and many of these have been blamed on what the woman was wearing.

Paragraph I

Paragraph: Topic Sentence
Why do they have their heads covered?

Detail #1 Reminder of modesty
#2 Symbol of protection to outer world

Paragraph II

Paragraph: Topic Sentence I dress modestly because I, as a Muslim, can concentrate on MY true awareness in this society that I only strive to please God.

Detail #1 The head covering is the sign of who I am serving.

Paragraph III

Paragraph: Topic Sentence
Men designers have stripped society's clothing

Detail #1 Clothes too revealing

Conclusion: Sisters of the Islamic Faith in Western Society have a style of their own which celebrates themselves and not their bodies.

Com 100 t,r/7:30

Informative Presentation Outline

Thesis: Halloween has been celebrated for centuries, however to most people it has been unclear to where it all started. The tradition of Halloween has many origins, but has only been observed in the U.S. since the last half of the nineteenth century. (Ickis 125)

- I. In ancient times the Celts celebrated the festival of Samhain.
 - A. It was the night before their new year.
 - B. It marked the beginning of their harvest season.
 - C. Halloween means Hallow's Eve or the evening of All Hallows
(Barkin/James 40)
- II. Beliefs were that the ghosts and souls of the dead came back to where they lived.
(Dobler 118)
 - A. Ireland had the same beliefs.
 - B. People lit candles to keep spirits away.
 - C. When going outside masks or costume were wore to keep from being recognized.
(Barkin/James 41)
 - D. Some believed cats to be sacred. (Ickis 125)
- III. Many things associated with Halloween have an unusual history.
 - A. The Irish invented Trick-or-Treat
 - B. People used to beg for food to have a community feast.
 - C. The story about Jack-o-Lanterns really involves a man named Jack .
(Barkin/James 41-42)

Conclusion: Although we have not celebrated Halloween as long as many, people in the U.S. have taken up the tradition very well.

Bibliography

Barkin, Carol and James, Elizabeth. The Holiday Handbook. New York: Clarion, 1994.

Dobler, Lavinia. Customs and Holidays Around the World. New York: Fleet, 1962.

Ickis, Marguerite. The Book of Festival Holidays. New York: DoddMead & Company, 1964.

Ati-Atihan Festival

Speech Goal: I want my audience to know what this Festival is in celebration of and what things are performed during the celebration.

Introduction

From head to toe, bodies are blackened with soot as the fierce warrior dancers wait in anxious anticipation for the beating of the drums to begin so that they may precede with the ceremonial hunting dance ritual.

Thesis:

This is only the beginning of a ten-day long riotous celebration known as the Ati-Atihan Festival celebrated in a small coastal town of Kalibo, Aklan on Panay Island in the Philippines.

Body

- I. The Ati-Atihan Festival is held during the third week of January and is three days long.
 - A. Though it is a three day celebration, the Filipino people continue to celebrate it seven more days, making it a ten day-affair.
 - B. It is compared to that of the style of the wild Mardi Gra Festival in New Orleans.
- II. The Ati-Atihan Festival is celebrated for three reasons.
 - A. It commemorates the peace pact between the native Ati of Panay Island and the newly arrived Malays in the 13th century.
 - B. It is a Harvest Thanksgiving.
 - C. It is a Feast Day for the patron Saint Santo Nino(Ninyo), who represents the infant Jesus.
- III. Many things take place during this Festival
 - A. Faces are painted with black soot.
 - B. Colorful and bizarre costumes are worn.
 - C. Singing, dancing, and feasting happen through the entire celebration.
 - D. Sunday morning drums cease and the church bells ring.
 - E. After the Sunday ritual, the celebration comes to its climax.

IV. Conclusion

- I. The Filipino people celebrate hundreds of fiestas each year. These fiestas represent the people and contain so many things dear to them.
- II. The Ati-Atihan being the most widely known festival in the Philippines is also one of the two main attractions each year to the island of Panay. Visitors flock to see this performance and join in the celebration themselves.

Works Cited

1. Domingo, Reuben. "The Ati-Atihan Festival" in Hector Santos, PhilippineHistory Culture Series at US 25 September 1996.
2. Hans Hofer, "Insight Guides-Philippines." Houghton Mufflin company. 1995.
3. "Iloilo Negros Accidental Aklan." Accu-Data. Online. Inside Philippines Retrieval. 6 Oct. 1996.
4. "Philippine Fiestas." Accu-Data. Online. South China Morning Post Ltd. Retrieval. 7 Oct. 1996.

SAINT-PATRICK'S DAY

Goal: I want my audience to understand what Saint Patrick's Day is really about.

Thesis: Saint Patrick's day is one of the most well known holidays in the United States, by Irish as well as non Irish.

I. This is the life of Saint Patrick from birth to death.

- A. Patrick was not born in Ireland.
- B. Patrick was kidnapped-at age sixteen.
 - 1. Patrick was then sold as a slave.
 - 2. He escaped after six years.
- C. Patrick later returned to Ireland to convert the people.
- D. Patrick became one of the most well known Saints in Ireland.

II. This is the brief history of the shamrock.

- A. Irish and non-Irish still use the shamrock as a symbol of Saint Patrick's Day today.
- B. The shamrock has special meaning to the people of Ireland.

III. This is the brief history of-why people wear green on Saint Patrick's Day.

- A. Green has no significant meaning to the Irish.
- B. People of America started the tradition of wearing green.