



## How to study like a rock star.

An example chapter — “Communicating from the Margins: Exploring intercultural communication.”

### HOW TO STUDY LIKE A ROCK STAR. 1

An example chapter — “Communicating from the Margins: Exploring intercultural communication.” 1

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VI) All team’s take improv “tests” — all members vote on answers. 8

VII) Your team marks other team’s answers on your “test”: Correct or incorrect? 8

### Reference

Pruegger, V. (2011). Communicating from the Margins: Exploring intercultural communication. In B. Perry (Ed.) *Diversity, Crime, and Justice in Canada*. London: Oxford University Press. pp. 311 - 329.

## **D) Headliners.**

First, individually get an overview of the chapter by skimming through the pages of the chapter and listing the headings and subheadings. Fill in the blanks.

### **A) Introduction - first paragraph**

#### **B) Barriers...**

b1) Assumption...

b2) Language...

b3) Mis...

b4) Pre...

b5)

b6)

### **C) Communication...**

#### **D) Non-...**

d1) Emotional...

d2) Eye...

d3) T...

d4)

d5)

d6)

## **E) A checklist...**

- e1) Treat...
- e2) Respect...
- e3) Avoid...
- e4) Just...
- e5) Avoid...
- e6) Find...
- e7) Pay...
- e8) Adjust...
- e9) Be very...

## **F) Summary**

### **Intercultural communication literacy**

- f1) Communication...
- f2) Language...
- f3) Active...
- f4) Attuning...
- f5) Building...
- f6) Stylistic...

## **G) Last paragraph**

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## II) Read and fill in the gaps.

Each team chooses 4 pages from the chapter until all the pages have been handed out to your team members. (A=pages 311-314; B=315-318; C=319-322; D=323-327). Read your pages and then flesh out the meaning of each section in 1-3 sentences. You can write your summaries on the back of this paper.

**A) Introduction - Summarize first paragraph** (1-3 sentences)

**B) Barriers to Communication.** (1-3 sentences each)

- b1) Assumption of similarities
- b2) Language differences
- b3) Misinterpretation of non-verbal behaviour
- b4) Preconceptions and stereotypes
- b5) Tendency to evaluate
- b6) High anxiety or tension

**C) Communication and the criminal Justice System.** Write the top 3 points in this section. (1-3 sentences each)

- c1)
- c2)
- c3)

**D) Non-verbal Communication.** (1-3 sentences each)

- d1) Emotional expressivity and gestures
- d2) Eye contact
- d3) Touch and gestures
- d4) Loudness and pitch
- d5) Personal space
- d6) Silence

**E) A checklist for respectful communication.** (1-3 sentences each)

- e1) Treat all people as individuals.
- e2) Respect personal names.
- e3) Avoid making generalizations about a whole group based on one or two members.
- e4) Just because one member of a group avoids eye contact doesn't mean they all do!
- e5) Avoid making judgements based on accent, timing, or pace of someone's speech.
- e6) Find out how disagreements are handled in the other person's culture.
- e7) Pay attention to gestures.
- e8) Adjust your personal space requirements if necessary.
- e9) Be very careful about touching in any way, but don't be surprised if in some cultures greet you with hugs and kisses.

**F) Summary**

**Intercultural communication literacy.** (1-3 sentences each)

- f1) Communication management
- f2) Language learning and language adjustment
- f3) Active listening
- f4) Attuning
- f5) Building shared knowledge and trust
- f6) Stylistic flexibility

**G) Summarize last paragraph.**

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**III) Writing three practice multiple choice questions.**

(Based on and excerpted from Jim Sibley’s Team-based Learning protocol) Individually, use the section of the chapter you read to write three multiple choice questions — one from each category of questions as described below.

**A) Remembering** (recalling, defining, recognizing, listing, describing, retrieving, naming)

**Common Question Starters (choose one of these starters):** *How is...? Where is...? When did... happen? How would you describe...? Select...? Why did...?*

Your “remembering” question:

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Your answer choices (put a star in front of the correct answer).

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**B) Understanding** (explaining ideas and concepts, interpreting, summarizing, paraphrasing, classifying, explaining, locating, restating)

**Common Question Starters (choose one of these starters):** *How would you classify...? What facts or ideas show...? Interpret in your own words...? Which statement supports...? How would you summarize...? What is the main idea of...?*

Your “understanding” question:

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Your answer choices (put a star in front of the correct answer).

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**C) Applying** (using information in another familiar situation, implementing, carrying out, using, executing, translating, employing, illustrating)

**Common Question Starters (choose one of these starters):** *What is the best first step? What is the most significant problem? What would be the worst thing to do? Would it be a mistake to...? What is the most common mistake? Which test would you order next? What is the most common diagnosis? How would you use...? How would you solve...? What is the most logical order? What approach would you use? What would result if...? What facts would you select to show...?*

Your "applying" question:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your answer choices (put a star in front of the correct answer).

- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
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**IV) Your team votes on three questions to “test” the other teams.**

As a team, read out all the “**remembering**” questions and choose one to “test” your peers from other teams. Then repeat for the “**understanding**” questions; and finally choose one “**applying**” question you want another team to answer.

Write out your questions on and tear off the attached last page (Note: do not include the stars that show the correct answer).

**V) Give your team’s “test” (3 questions) to another team.**

Pass your team’s “test” to another team for them to take.

**VI) All team’s take improv “tests” — all members vote on answers.**

Each team takes the improv “tests”. Each of your team members contribute to your team discussions about each question. Then, your team votes on BEST answers for all three questions.

**VII) Your team marks other team’s answers on your “test”: Correct or incorrect?**

You be the prof! Return the tests back to the authoring team. Your team “grades” the other team’s “test”. Let them know how they did: correct or incorrect for each question.





**Your improv team “tests” from “How to Study Like a Rock Star”.**

Authoring team’s name: \_\_\_\_\_

Team taking this “test” \_\_\_\_\_

**Your team’s “remembering” question:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your answer choices (put a star in front of the correct answer).

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

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**Your team's "understanding" question:**

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Your answer choices (put a star in front of the correct answer).

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

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**Your team's "applying" question:**

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Your answer choices (put a star in front of the correct answer).

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_