April 21, 2014

Ways of Knowing — Oral Communication Request

• KNW 2302 John F. Kennedy: His Life, His Times, and His Legend

• During the conspiracy theory discussion of the class, Professor Simon and Stone assigned a group project and gave each group a different conspiracy theory to present to the class. My group has The Final Shot as our topic. Each group incorporated some type of visual cue, mostly PowerPoint presentations, and each presentation was about 10 minutes. Please see my group’s attached PowerPoint.

Three Oral Communication Student Learning Outcomes with concrete explanations

• Students will be able to select and use appropriate forms of evidence in a public presentation.

Each member of my group had specific talking points about their section of the PowerPoint. I discussed JFK’s autopsy report and included information about the three doctors, Humes, Boswell, and Finck, that conducted JFK’s autopsy in Bethesda, Maryland around 8:00pm November 22, 1963. The examined autopsy materials are at National Archives, and all reported that the photos and X rays were authentic. The parietal region on the right side front of the X ray is torn away by force of bullet and therefore missing (see slide). The one bullet had entered the President’s back and had worked its way out of the body during external cardiac massage and that a second high velocity bullet had entered the rear of the skull and had fragmentized prior to exit through the top of the skull.
• Students will be able to design verbal messages to suit particular audiences and purposes.
Since our group knew we were talking to other college students we kept our points concise and interesting. We also had a news crew in our class from Canada that day (one of the many news crews from around the world that visited our class since it was the 50th anniversary of JFK's assassination); therefore, we also dressed business casual for the presentation, double checked that our information was accurate, made sure each person knew their cue, and we all spoke with the confidence and poise of SMU students reflecting on the significance of discussing the life of JFK in Dallas as the anniversary neared.

• Students will be able to use visual cues (such as presentation software, staging, props, costumes, makeup, and gesture) to enhance a public presentation.
Each group utilized PowerPoint software to not only show images concerning conspiracy theories, but links to videos, such as the one my group used of the original Zapruder film of the assassination. Many groups used videos as a way to further illustrate points and present evidence. Our group wore business casual clothes and gestured to the PowerPoint with a laser pointer when talking about the picture(s) being shown to help the class better understand and connect concepts.