

Answer Key for *Leading Academic Discussions*

Task 1 (page 20)

Answers will vary. Students can answer the questions for any variety of interactions, including personal and social interactions. They do not have to answer about an academic discussion per se. The idea here is to give them the opportunity to think about the characteristics of and roles people play in spoken language interactions.

Task 2 (page 21)

Answers will vary. Remind students that factors such as gender, age, status, time, and content influence the dynamics of an interaction. For a review of these considerations in a social context, refer to *Speaking in Social Contexts: Communication for Life and Study in the U.S.* by Robyn Brinks Lockwood (University of Michigan Press, 2018).

Task 3 (page 22)

Answers will vary. At the end of the discussion, share the true story: Mrs. Burke was pregnant. Though she felt contractions the night before, she did not really pay any attention to them because the baby wasn't due for another month. The next morning, she tried to get a substitute, but it was too late. Her contractions were getting closer. She had her students use the intercom

to tell the office and nurse to call 911. When the paramedics arrived, Mrs. Burke was already in labor, so they delivered the baby in the classroom. The children were cleared from the room before the actual delivery, but one student said the teacher was “white as the sheets.” The students were worried because the teacher was obviously in pain.

Task 4 (page 29)

Answers will vary. Encourage students to answer using language and strategies presented for calling to order and giving the scope or focus.

Task 5 (page 32)

Answers will vary.

Task 6 (page 34)

Answers will vary. Encourage students to focus on QUANTITY versus QUALITY for the first part of the discussion. The idea is to compile many ideas. Remind them to focus on QUALITY when choosing their Top 3.

Task 7 (page 34)

Answers will vary. Note that while students will still focus on QUANTITY for the first part, their lists may not be as long using the round robin brainstorming. The advantage, however, is that everyone has the chance to participate, which sometimes does not happen in general brainstorming.

Task 8 (page 39)

Answers will vary. If students struggle with the provided topics, they can use others. The focus is not the content but the structure and language.

Task 9 (page 39)

Answers will vary. Consider letting students review and practice brainstorming before practicing the opinion, agreeing, and disagreeing language after compiling a list of ideas.

Task 10 (page 42)

Answers will vary.

Task 11 (pages 43–44)

Answers will vary. Review the factors that might affect answers, such as how well students know the other participants or the content of the discussion. Suggested answers:

1. formal
2. neutral
3. neutral
4. formal
5. neutral
6. formal
7. neutral
8. informal
9. informal
10. formal

Task 12 (page 44)

Answers will vary. Considerations when answering these questions might include the gender, age, status, relationship, time, and location of the conversation. For more details on how these factors influence interaction, again refer to *Speaking in Social Contexts: Communication for Life and Study in the U.S.*

Task 13 (page 46)

Answers will vary.

Task 14 (page 49)

Answers will vary. Possible answers:

1. That's an interesting point, but that is taking us off track.
2. We all have to leave soon. How about we meet again to finish this discussion?
3. Mikhail, that sounds interesting. Can you say it again a little slower for us?
4. Let me ask you to pause there so we can see what everyone else has to say.
5. Grace, I'm not sure we see the relevancy to what we are talking about.
6. Let me get everyone's attention. We need to get started.
7. Does anyone else have any other comments on this point? If not, I suggest we move on to...
8. Magda, what do you think?
9. Katerina, I'm not sure everyone can hear you. Can you speak up?
10. Let's hold up. Martin is trying to jump in. Martin.

Task 15 (page 50)

Answers will vary. Answers from NASA are provided in Appendix 1. Students should NOT look at those answers until after they complete their independent ranking and their group ranking.

Task 16 (page 54)

Answers will vary.

Task 17 (page 55)

Answers will vary. Consider that certain cultures might answer these differently. Review the other considerations such as gender, age, status, or setting that might affect answers.

Task 18 (pages 58)

Answers will vary.

Task 19 (pages 62–63)

Answers will vary. Possible answers:

Question:

If I understood the question, you're asking if system characteristics can be randomized in such a way that the person attacking does not have the advantage.

Sentences from the Panelist:

I think the panelist is saying that the network is one thing that is related to fixed points.

Correct me if I'm wrong, but are you saying that if we make it easy to use the application and hardware, we are also making it easy to be attacked?

So, you're saying that we need a lot less constraints.

I believe the panelist means that system hacks can help us understand what the system architecture should be. Is that right?

The panelist said the first step is to have only a small number of constraints and then have randomizations around them.

You mean that us not being able to find relevant stuff is making things worse for us.

So, are you saying that you have already compartmentalized your systems to prevent security problems and then connected those?

What you're saying is that we need to do this across different levels, right?

Sentences from the Audience Members:

When you say that randomization is just one part, do you mean that we always need one thing that is fixed?

Would I be correct in saying that you believe this does not make the attacker's job more difficult but it does make programming more difficult?

I think the panelist is speaking from his experience that, yes, there aren't many cases that can't be taken care of. Their goal is to make the attacker's job harder.

Task 20 (page 66)

Answers will vary.

Task 21 (page 71)

Answers will vary. Some students' answers might be related to their culture.

Task 22 (page 73)

Answers will vary.

Task 23 (page 74)

Answers will vary.

Task 24 (page 77)

Answers will vary.

Task 25 (page 78)

Answers will vary.

Task 26 (page 79)

-ic	stress one syllable before the suffix	<i>classic, specific</i>
-tion or -sion	stress one syllable before the suffix	<i>emotion, emulsion</i>
-ity	stress one syllable before the suffix	<i>identity, validity</i>
-phy	stress two syllables before the suffix	<i>philosophy, photography</i>
-eer	stress the suffix	<i>engineer, mountaineer</i>
-ate	stress two syllables before the suffix	<i>decorate, graduate</i> (verb)
-ible	stress one syllable before the suffix	<i>reversible, audible</i>
-ese	stress the suffix	<i>Japanese, legalese</i>
-ify	stress two syllables before the suffix	<i>identify, magnify</i>
-ogy	stress two syllables before the suffix	<i>biology, apology</i>
-ize	stress original syllable (no change with suffix)	<i>magnetize, fantasize</i>

Task 27 (page 81)

Answers will vary. Sample answers include:

nouns	<i>engineering, literature</i>
verbs	<i>study, discuss</i>
adjectives	<i>stellar, weak</i>
adverbs	<i>quickly, efficiently</i>
question words	<i>who, what</i>
negatives	<i>no, never</i>
numbers or quality/quantity words	<i>one, two, most, many</i>
pronouns	<i>he, it</i>
prepositions	<i>at, in</i>
conjunctions	<i>and, or</i>
articles	<i>a, the</i>
determiners	<i>that, those</i>
auxiliary verbs	<i>have, do</i>
forms of the be- verb	<i>is, were</i>

Task 28 (pages 82–83)

Answers will vary.

Task 29 (page 85)

Answers will vary.

Video Analysis (pages 86–104)

Answers will vary. Some of the possible answers and ideas are listed.

Mock Video 1 (pages 88–90)

1 – 3. Possible answers identified with purpose and moves in parentheses after each student's comments.

4 – 8. Answers will vary.

Student 1: That was a good lecture on freedom of the press. Sounds like if there hadn't been freedom of the press, people wouldn't have found out about the Watergate scandal. This could be an interesting topic to research for our paper. (opinion, Move 1 and Move 2)

Student 3: Yeah. (agreeing, Move 2)

Student 2: I agree. I think we should start by defining freedom of the press as the right to communicate through written forms, like magazines and newspapers and then talk about the role the *Washington Post* played in Nixon's resignation. (agreeing, opinion, Move 3)

Student 3: Well, wait. Before we move forward, I think we need to change that definition. Remember that freedom of the press also applies to electronic forms of media, like radio and television. (interrupting, clarifying, Move 3)

Student 1: I'm positive we need to include online media too. You know? The internet. (opinion, Move 3)

Student 3: Yeah. (agreeing, Move 3)

Student 2: Good points. I think a question we need to consider too is how much freedom the press should have. (agreeing, opinion, adding information, asking questions, Moves 3 and 4)

Student 1: I'm convinced that government information should remain private. Each government should decide what becomes public and what remains private. (opinion, adding support, Move 3)

Student 3: Hmmm. Wait. I need to cut in. Are you saying that the *Post* should not have released that information about the Watergate scandal? (interrupting, clarifying, Move 3)

Student 1: Well, kind of, yeah. (clarifying, Move 3)

Student 3: Well, listen, the people elect the president, right? So let me pose this question: If the people elect the president, then shouldn't they also have the right to know what the president is doing? (getting turn back, asking questions, keeping the discussion going, Move 4)

Student 2: I think so. I think the *Post* had every right to report the Watergate scandal. My guess is that they thought the situation evolved into something more important than the other stories they were covering at the time because high-ranking officials were involved. Um, that made it, you know, a scandal, more than just a regular story. (clarifying, opinion, Move 3)

Student 1: Sorry, but I disagree. Wouldn't you agree that sometimes there can be too much information put out there? (disagreeing, Move 3)

Student 2: Like when? (clarifying, asking for more information, Move 3)

Student 1: Well, like when details of some secret mission of some sort are revealed, which jeopardizes the mission, and all because the press thought it had the right to disseminate whatever it knows. (opinion, Move 3)

Student 3: Well, excuse me. I see exactly where you're going, but I think we need to get back to Watergate. Otherwise, we're gonna just have too much information for the assignment. (pointing out irrelevancy, opinion, Move 3)

Student 1: Yeah, we'll have too much because the press printed too much! (agreeing, Move 3)

Student 2: Let me jump in here and offer a compromise. You're for complete freedom of the press [to Student 3] and you're for no freedom [to Student 1]? (getting a turn, clarifying, Move 5)

Student 1: No, let me clarify. Not no freedom. Just limited or restricted information related to the government. (clarifying, Move 5)

Student 2: Ok, so, I think we should define freedom of the press, talk about Watergate and the role of the press at that time and in that event, and then talk about different rules that might apply. (opinion, Move 5)

Student 3: Such as? (clarifying, Move 5)

Student 2: Like sunshine laws or freedom of legislation laws. I'm pretty sure people can request government information through those. Um. Those might be different from the freedom of information laws. I'm not sure, so we'd have to check on that. (adding information, Move 5)

Student 1: That's not a bad idea. How about if we all do an online search before we meet again. (making a suggestion, Move 6)

Students 2 and 3: Ok. (agreeing, Move 6)

Student 3: That sounds good. (agreeing, Move 6)

Mock Video 2 (pages 91–93)

1 – 3. Possible answers identified with purpose and moves in parentheses after each student's comments.

4 – 8. Answers will vary.

Student 1: Hey, when is the test? (getting started, Move 1)

Student 2: It's on the 22nd. (adding information or answering question, Move 4)

Student 3: Wait, the 22nd? Thursday?! (clarifying, Move 4)

Student 2: Oh, no, wait. I meant to say it's on Friday. Friday, the 23rd. (confirming, clarifying, correcting, Move 4)

Student 3: Ok, good. Well, that gives us one extra night to study. (clarifying, Move 5)

Student 1: Yeah, the instructor said we'll have to look at a painting and write about why we appreciate it. (getting started, Move 1)

Student 2: Let's practice with the ones in the book. (making suggestion to get everyone involved (Move 2) [opens book])

Student 3: Great. (agreeing, Move 3)

Student 2: What about something by Rembrandt? (making suggestion, Move 4)

Student 3: I really like that one. It's called "A Lady and Gentleman in Black." I love the way that the black and white clothing really stands out against that neutral background. Plus, with so little color, the painting is just so dramatic. Do you guys like this one? (opinion, supporting opinion, adding information, asking for consensus, Moves 4 and 5)

Student 1:[shrugs] Umm. Not really. (disagreeing, Move 4)

Student 2: Uh, sort of. Personally, I like more color. What I'm trying to say is that there is only a little bit of red and pink in this one. (partial agreement, opinion, Move 4)

Student 1: Hey, you know what? Actually this one is missing from a museum in Boston. Yeah, I was looking up another one and found out that it, and this Rembrandt and some others were stolen, too. (adding information, Move 4)

Student 3: Really? (clarifying, Move 4)

Student 2: Oh, I heard about that too. It was the Gardner Museum in Boston. It happened more than 20 years ago. The biggest art theft in history. They still don't know where they went or where they are now. (adding information, Move 4)

Student 1: [looking on computer] Hey, guess what? I just found another one that was stolen from the museum. It's a portrait of Rembrandt. Now, I really like portraits. They tell me what people looked like. Besides that, I can look at the subject's face and try to figure out what they were thinking. And this is one is a self-portrait, which makes it really interesting. Do you like it? (adding information, opinions, supporting, asking for opinions, Move 4)

Student 2: Uh-huh. I've always wondered, how do people some-one paint themselves? (asking questions, Move 4)

Student 3: Well, here's what the TA told me. Basically, they use mirrors. Self-portraits have been around since the beginning of painting, but it wasn't until around the mid-15th century that self-portraits really became popular because of mirrors. Before that, mirrors just weren't good enough. Do you guys like, ah, this one? (answering question, adding information, asking question, Move 4)

Student 2: Uh. It's OK. The mirror/self-portrait fact is an interesting tidbit. But I usually like paintings that are more colorful and less literal—if that's the right word. Umm, let me show you one I like. [opens book] This one by Manet. "*Chez Tortoni*." There's just something about this one that I really like. Manet was one of the Impressionists. (partial agreement, more information, opinion, Move 4)

Student 1: Oh, I've heard about the Impressionists. French, right? (asking for clarification, Move 4)

Student 2: Monet was probably the most famous, but, as a general rule, Manet did more paintings about people relaxing, like at cafes. "*Chez Tortoni*" is in a cafe. Typically, Monet did landscapes. (adding information, Move 4)

Student 3: Hmmm. That's really interesting. I guess I didn't realize that. (adding information, opinion, Move 4)

Student 2: See, I just like the way that, uh, Manet used green in this. I don't know what it was supposed to represent, but I like wondering about it. (opinion, Move 4)

Student 1: Um, not me. True, this painting is more colorful, but I'd still vote for something else. In other words, I'd still pick self-portraits. (disagreeing, opinion/suggestion, Move 4)

Student 3: Yeah, and I'd still go with the Rembrandt. (disagreeing, opinion/suggestion, Move 4)

Student 2: Well, I guess this is what we are supposed to be doing, right? Appreciation varies person to person, and we're doing the right thing, right? (clarification, confirming consensus, Move 5)

Mock Video 3 (pages 94–96)

1 – 3. Possible answers identified with purpose and moves in parentheses after each student's comments.

4 – 8. Answers will vary.

Student 1: So, how do you like architecture class so far? (getting started, Move 1)

Student 2: It's okay. Is it your major? (getting all participants involved, Move 2)

Student 1: I haven't decided yet. You? (answering and asking questions, Move 3)

Student 2: I don't think so, but in my country, there are many challenges in that field. (adding information, Move 4)

Student 1: Which country are you from? (asking question, Move 4)

Student 2: Beijing, China. (adding information, Move 4)

Student 1: Oh! That's so cool! My dad had a business trip there two years ago, and our family got to tag along. It was amazing! I

was so surprised at how friendly people were, and many people tried to, uh, speak a few English words to us. (adding information, Move 4)

Student 2: Oh, wow! I haven't met any American student who has been to my country before. (adding information, Move 4)

Student 1: Maybe we could pick a building in Beijing. (making a suggestion, Move 4)

Student 2: Uh huh. Yeah. (accepting a suggestion, Move 4)

[Student 3 enters and sits down.]

Student 3: Hey, sorry I'm so late. (getting started, Move 1)

Students 1 and 2: Hi./Hey. (greetings, Move 1)

Student 3: Yeah, parking was an absolute nightmare out there! What are you guys talking about? (asking for information, Move 3)

Student 2: My country. Anna's been there before. (adding information, Move 4)

Student 3: Oh, ok. So you haven't started the assignment yet? Well, I think we're supposed to decide on a building to discuss. Any ideas? (asking for suggestions, Move 4)

Student 1: Yeah, we talked about a building in China. But, is it okay if we view the guidelines on the assignment first? That would really help me. (asking for clarification, Move 4)

Student 2: Yeah, sure. I have it here in my notes—choose a structure, research its history, take notes on its design, and present that to class. Why don't we choose one of the tallest buildings in the world? (making suggestions, Move 4)

Student 3: Um. Wait. Excuse me. Don't you think that a lot of other people are going to do that too? (rejecting a suggestion, Move 4)

Student 2: Well, I'm not sure about that. (expressing opinion, Move 4)

Student 3: I'm sorry. I'm not saying it's a bad idea; it's just, I think that a lot of other groups are going to do it too. Maybe we can talk about a particular type of building. Like a house, or a museum, or an office building? (making a suggestion, Move 4)

Student 2: But I don't think that's as interesting as focusing on a really tall building though. (rejecting a suggestion, Move 4)

Student 3: Well, I don't know. The professor brought up a whole bunch of really interesting facts about those other buildings. Like, I thought the stuff he said about hotels was really cool, even though they weren't the tallest. (supporting opinion, Move 4)

Student 2: But we have to be able to talk a lot about a building. If it's tall, if it's big, that will help us, right? (asking for opinion, Move 4)

Student 3: Yeah. (agreeing, Move 4)

Student 1: Excuse me. How about a compromise? The actual assignment says "structure," right? We could pick, uh, the tallest structure, like, a, a, like a radio or television tower or even a sightseeing tower like the Space Needle in Seattle or the Eiffel Tower. (interrupting, Move 3, making a suggestion, Move 4)

Student 3: Wow, yeah, I mean, we could look into doing a project on the tallest structure instead of the tallest building. (agreeing, Move 4)

Student 2: Yeah. I got a little frustrated. That's a good idea. (agreeing, Move 4)

Student 1: Good. I'll research the CN Tower in Toronto, Ontario. (confirming consensus, Move 5)

Student 3: Um, hey, while you're doing that, could you also do some research on that one tower in China that we talked about in class? You guys wanted to do something about a structure in China, right? (clarifying, Move 5)

Student 1: Ok. Yeah. That one's cool! How, uh, do you spell it again? (clarifying)

Student 2: Um, it's G-u-a-n-g-z-h-o-u. (clarifying)

Student 3: Ok, and I can also do some research on the Eiffel Tower. I mean, that's an oldie, but it's still a goodie. (making a suggestion, Move 4)

Student 2: Yeah. When was that one built? (asking for information, Move 4)

Student 3: You know, I don't know that, but I'll check on it. (making suggestion, Move 4)

Student 2: Yeah, and I'll check some of my, my, the telecommunications tower in my country, maybe one in Russia. (making a suggestion, Move 4)

Student 1: Uh, do you want to get, guys, uh, together tomorrow to review what we found? (summarizing, Move 6)

Student 2: Um. I can't. I have class. But maybe we can, I can do after 4. (summarizing, Move 6)

Student 3: Okay, well, that works for me. Um, you guys are going to have to excuse me. I need to run to another class. So, bye. (summarizing and closing, Move 6)

Students 1 and 2: OK. (agreeing, Move 6)

[Student 3 gets up and leaves the scene.]

Student 1: Hey, Serena, do you think that maybe sometime we could grab some coffee and talk more about China. There's a few things I am really curious about but have never had anyone to ask. (closing, Move 6)

Student 2: Yeah, sure. I'd like that. (agreeing, Move 6)

Mock Video 4 (pages 97–98)

1 – 3. Possible answers identified with purpose and moves in parentheses after each student's comments.

4 – 8. Answers will vary.

Student 1: Okay, so for the assignment in Political Science class, we have to choose one of the city's mayoral candidates whose platform we like and prepare a campaign speech for him or her. (getting started, Move 1)

Student 2: Well, maybe we should all start by saying which candidate we like. (making a suggestion to get everyone involved, Move 2)

Student 1: That's a good idea. You start. (agreeing, calling on someone, Move 2)

Student 3: I'll start. I like Andrew Collins because he has a father who worked for the city for 20 years. (opinion and support, Move 4)

Student 2: But having a father who works as a government employee doesn't make you a good candidate. I think that Deborah Michaels would be a better choice. She was a city council member, and she was also the city manager. She has a lot of experience working with others at city hall. And, she also publicly supports hospitals and parks, so therefore, she is promoting health care and the environment. (disagreeing, making suggestion, opinion, support, Move 4)

Student 1: I agree, but don't you think we need to focus on their views on education? I mean, we are students in an educational system. So, Nathaniel Williams is a candidate who has a college degree in education, he taught for the public school system, and he said he wants our school system to be the best in the state. (partial agreement, opinion, support, Move 4)

Student 3: I like your idea of considering viewpoints, but I think we should focus on more than one issue here. How about unemployment and the environment? Andrew Collins has a plan for

both those issues. His plan will lower the city's unemployment by nine percent. (partial agreement, opinion/suggestion, support, Move 4)

Student 2: No way. That's impossible. How . . . What's his plan for that? (rejecting suggestion, making suggestion, Move 4)

Student 3: That's not impossible. He's going to bring new companies, so there will be more jobs in the city. (accepting suggestion, Move 4)

Student 2: But, how? Has he said how he's going to do that? I mean, I think we need to focus on someone with more experience. He doesn't seem like he's very qualified. (rejecting suggestion, Move 4)

Student 3: I want to talk about Collins some more here. Um. Not only did his father work for the city, but he himself was also a government employee. He worked in the Department of Public Safety. He cares about the crime rate! (opinion and support, Move 4)

Student 1: Right. Crime's important. Uh, but what other departments did he work for? Now, I mentioned Williams because he has experience in education. And that should be our focus right now. The schools just lost budget and, and, and the funding really needs to go there. (partial agreement, making suggestion/opinion, Move 4)

Student 2: You're entitled to your opinion, but I think we need a candidate that has a little more experience and a comprehensive platform. I think Williams could get my vote. (making suggestion, Move 4)

Student 3: Really? [pause]. I suppose I can support Williams just for the purposes of this assignment.

Student 1: Okay. That's great. So, let's research Williams, and we'll focus on the topic as well that you're interested in . . . crime, and I'm sure you guys will find that his viewpoint is very well-rounded. (confirming consensus, Move 5)

Mock Video 5 (pages 99–101)

1 – 3. Possible answers identified with purpose and moves in parentheses after each student's comments.

4 – 8. Answers will vary.

Student 1: Well, I'm kinda excited about this assignment. Sounds like we can be a little creative. (starting, Move 1)

Student 2: Yeah. Yeah. It's very cool that the team with the best idea gets to enter its idea in the department's new aspiring entrepreneur contest. (starting, Move 1)

Student 3: We need something beyond great. (starting, Move 1)

Student 1: Um. How about a restaurant? I think we can make a pizzeria since all college students love pizza. (making a suggestion, opinion, Move 4)

Student 2: What's innovative about that? (asking probing question, Move 4)

Student 3: Well, we can make it pizza with a twist. Like an extra healthy pizza. A pizza with only vegetables and a really thin crust. (supporting, Move 4)

Student 2: That is an idea. But, there's so much competition with restaurants. I think retail is a better choice. I think I'd rather start a bookstore. People are always wandering in and out of bookstores. We all need to buy books. And I think the key is to make ours a trading store. You bring a book, you get to take one with you. We'd never have to worry about stock! (rejecting suggestion, adding opinion, support, Move 4)

Student 3: I'll grant you that, but, how would we create any revenue? And don't you think we need to consider that anything retail is gonna completely run the judges away? We're going to need money just to start off the stock for that bookstore. We need to find something that the judges won't mind starting to fund off the ground. Hmm. (partial agreement, probing questions, Move 4)

Student 1: Yep. I agree. (agreeing, Move 4)

Student 3: I think we need something creative that'll need no start-up money. I was thinking of something along the lines of clothing. (opinion, suggestion, Move 4)

Student 2: Like what specifically? (probing question, Move 4)

Student 3: Well, I was thinking . . . plastic shoe covers. Okay, it's always getting wet around here, and by the time people get to class, their shoes are soaking wet. People will love not having to walk around with an extra pair of shoes in their back pocket, or their book bags. And we'd actually be saving people money because they wouldn't have to buy new shoes because they'd have to replace the old shoes. Yeah, the shoe covers could be sold in boxes of ten or twelve. And we could offer a buy one, get one free coupon. (opinion/suggestion and support, Move 4)

Student 1: Oooh, that sounds great to me. I can totally go with that idea. What we can do is we can propose that they be made out of the same material like plastic bags. Then they can be recyclable. And we can toss them into the nearest recycle bin when we go to class. Seriously, that's a really good idea. (agreeing, Move 4)

Student 2: But then everybody would have to carry around a box of recyclable shoe covers in their backpack. (disagreeing, Move 4)

Student 1: Hmm. Yeah. Well, maybe we should go back to my restaurant idea. Like we have a lot of room for creativity. And maybe we can decorate the inside like a place, like a beach or a hot vacation spot. Then we can say there's always a place to come in without the rain. (getting turn back, returning to previous topic, Move 3)

Student 2: You could do the same thing with a bookstore. And we could have a cafe as part of the bookstore. (support, Move 4)

Student 3: Hmm. Even though that may be true, we're still going to need funding from judges. I think we need to think in terms of something smaller. (rejecting suggestion, Move 4)

Student 1: I can go with part of the idea. Like escaping the rain is great. But why don't we find something more campus-related? How about a waterproof notebook? (partial agreement, suggestion, Move 4)

Student 3: Hmm. Everyone recognizes that it's always wet around here in the winter. Something waterproof may actually be a great idea. (agreement, Move 4)

Student 2: Okay. You win. A bookstore or a restaurant would never get funded. And I think college students are super vain; they would never wear shoe covers anyway. I vote we go with the waterproof notebook idea. (conceding, calling for consensus, Move 5)

Student 1, Student 3: [Assorted murmurs and nonverbal cues of agreement.]

Mock Video 6 (pages 102–104)

1 – 3. Possible answers identified with purpose and moves in parentheses after each student's comments.

4 – 8. Answers will vary.

Student 1: So, we need to figure out which mission to present to the other groups. Any ideas? (getting started, getting everyone involved, Move 1)

Student 2: It's kind of a tough decision. I mean, the instructor talked about so many. (opinion, Move 4)

Student 3: Well, I'd say Apollo is the clear winner here. President Kennedy believed in that one really strongly and I think it put the first man on the moon. (opinion/suggestion, Move 4)

Student 2: Perhaps higher consideration should be given to Explorer. This was America's first artificial satellite. (opinion/suggestion, Move 4)

Student 1: I see both of your points, but I think that we should choose a current mission because both of yours are in the past. (partial agreement, making suggestion, Move 4)

Student 2: I see where you're coming from on this one. Is there a mission you would suggest? (agreeing, Move 4)

Student 1: I suppose priority should be given to Aura because it's about the environment of the Earth's atmosphere, and I think that's a really hot topic right now. (suggestion, Move 4)

Student 2: I like the thought of using a current mission, but I'm not sure I would use that topic because it's a scientific mission. We probably don't know enough about it. I think we should consider using Constellation. This is the program that plans not only to send humans to the moon, but to Mars, and other places. (partial agreement, opinion/suggestion, Move 4)

Student 3: Well, I guess I can be swayed away from a mission in the past. But if we're going to go in that direction, maybe we can consider something in the future. Take Juno. (partial agreement/consensus, making suggestion, Move 4)

Student 1: What did the teacher say about that one again? (asking for clarification, Move 4)

Student 3: Um, I'm pretty sure that's the one that's going to explore Jupiter. (clarifying, Move 4)

Student 2: I'm sorry I can't remember either. But I think the teacher said something about the international space station. (clarifying, Move 4)

Student 1: I don't have that in my notes, but I think that's, um, there was a future mission planned to the international space station. Who'd like to use that as our topic? (asking for consensus, Move 5)

Student 2: Well, I'm not sure about a future mission, but I think it's a good choice because it had past missions, still has current missions, and probably will have a future mission. (consensus, Move 5)

Student 3: Yeah, but even so, I'm not sure we should choose something that addresses all three time periods. After all, we have ten minutes to discuss this, and that's not much time. (disagreement, Move 4)

Student 1: Well, I couldn't tell you which time period each thing happened in, but I could look it up. We should focus on one time period first. I think a current mission would be most appealing. (consensus, Move 5)

Student 3: Okay. Can we all agree on that? (consensus, Move 5)

Student 1: Yep. (consensus, Move 5)

Student 2: I think so, but I still feel Constellation is a good choice because people are really fascinated about the thought of going to outer space and beyond. (disagreement, suggestion, Move 4)

Student 1: I still strongly believe that Aura is the best choice. It's about the environment. (disagreeing, Move 4)

Student 3: Hey, um, if we want to talk about the environment, maybe, um, SERVIR. . . is that how you say that, well, maybe that's an ideal choice. Um. I think that's the one that's going to integrate satellite data with equipment on the ground to forecast environmental changes. (suggestion, Move 4)

Student 2: I'd like to put in a bid for one more possibility—what about the Cassini-Huygens Mission that plans to study Saturn. Let's tackle something entirely new here and surprise everybody in the audience. (suggestion, Move 4)

Student 1: Well, we've had a lot of suggestions for the past and the future, but the most for present missions. So maybe we should think about it and meet after class. (consensus, summary, closing, Move 6)

Student 2, Student 3: [Murmurs of agreement.]