

**COMM 3352: Communication in Professional Life**  
Spring 2022

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**COURSE DESCRIPTION:**

A course designed to investigate the role of human communication in professional life. Attention to interviewing, workplace culture, interpersonal and team communication, professional presentations, and leadership.

**REQUIRED COURSE MATERIALS:**

- **Book:** Floyd & Cardon. Business and Professional Communication. 1<sup>st</sup> edition. McGraw-Hill (2020).
- **Blackboard:** Additional reading materials and course handouts, as well as your grades, will be posted on Blackboard
- **Angelo State E-mail:** You should have access to your Angelo State E-mail account. You are responsible for reading and, if necessary, responding to e-mails from me. I send e-mails through Blackboard to the class regarding homework, exams, assignments, etc.
- **Microsoft Office:** You will need access to Microsoft Word and PowerPoint. If you don't already have it, you can download it for free from <https://www.angelo.edu/services/technology/support/o365/>

**ASSIGNMENTS:**

We will explore the various contexts of business communication through the following assignments. Additional instructions (including the length of presentations, required visual aids, outlines to turn in, etc.) will be provided to you throughout the course of the semester. To highlight some of the major assignments:

- **Career Interview [150]:** This assignment will familiarize you with various professions within your field. You will select a professional area of interest and you will interview a professional in that field. Once you have gathered information from your professional interview and from other sources, you will present your findings to the class. You will also write a professional thank you letter as part of the assignment.
- **Investor Pitch [150]:** You will select a business of your interest, then use research to develop a pitch for a proposed improvement of a product or service they offer.
- **Diversity Training [150]:** Each of you will select one cultural group and will "train" his/her peers on this group including background, history, and best communication strategies. The training will incorporate PowerPoint/Prezi slides and an activity that involves the entire audience.
- **Exams [200]:** You will take 2 exams throughout the course of the semester, each worth 100 points for a total of 200 points.
- **Worksheets [100]:** Two worksheets valued at 50 points each will accompany two documentaries.

**GRADING:**

**Discussion of Graded Assignments:** Success in this course requires thoughtful self-evaluation of your performance. A student wishing to contest a grade **must** present me with a **typed** (either e-mail or paper), well thought out case regarding the evaluation **within one week of having received the evaluation** of the assignment in question. The argument must be related to the assignment as presented and based on how it compares with the criteria for the assignment (not how it compares with someone else's work or how it will affect a student's GPA). Once the student has submitted his or her argument to me, I will respond in writing within 7 days. Then we may meet face-to-face to view the speech in question and discuss ways to improve future papers/presentations.

Grades are determined on a straight percentage scale based on the number of points earned out of a maximum 1,000 points. **There will be no further rounding or curving of grades.** Final grades are calculated as follows:

Assignment	Maximum Points Possible	My Points
Exam 1	100 points	
Exam 2	100 points	
Documentary Worksheet 1	50 points	
Documentary Worksheet 2	50 points	
Career Interview	100 points	
Professional 'Thank you' Letter	50 points	
Investor Pitch	150 points	
Diversity Training	150 points	
Peer Evaluations (6 @ 25 points)	150 points	
Participation/BB Posts/Preparedness	100 points	
<b>TOTAL COURSE POINTS</b>	<b>1,000 points</b>	

**Grading Scales:** A=1000 – 900    B=899 – 800    C=799 – 700    D=699 – 600    F=599 – 0

**COURSE POLICIES**

**Instructional Methods:** A significant amount of the teaching/learning in this course is done by you through the presentation, observation, and evaluation of in-class exercises and presentations. You will learn communication skills by practicing them. The Internet, Blackboard, textbook, PowerPoint, and the Microsoft Office suite will also be vital tools in this course. Students are expected to have reliable access to technology as well as solid computer skills in the above areas which require an understanding of uploading, downloading, and attaching files to both e-mail and websites.

**Attendance:** You are expected to attend every class period. The following policy will be enforced in this class:

- (1) Your first TWO absences are without penalty. If you do miss a class, it is your responsibility to get the information that was covered from Blackboard, your textbook, and from one of your classmates first, then contact me if you have additional questions.
- (2) Your third absence will lower your final course average by 25 points or the equivalent of ¼ of a letter grade. For example, if you have 800 points, you will be reduced to 775 points.

- (3) Each subsequent unexcused absence will lower your final course average by 25 points (1/4 of a letter grade).
- (4) Tardiness will be counted as an absence. Those who walk in late will sign the Late Roster. The first two times you sign that roster are free, every late signature after that will result in an absence and/or not being allowed to enter the classroom.

**Excused Absence:** you will be given an excused absence when acting as an official representative of the university, or personal/family/medical emergencies, provided you give me written verification from the faculty/staff supervisor of the event.

If you have a legitimate excuse AND DOCUMENTED absence (hospitalization, death in the family, etc.), you must see/notify me immediately if you want to pass the course. For absences to be considered excused, official documentation must be submitted to me verifying the reason for your absence. Work conflicts, personal trips, being tired from previous evening activities, babysitting conflicts, and faulty alarm clocks are not the type of events that fall into the category of excused absences.

**Absences on Exam and/or Presentation Days:** Please note that an unexcused absence on exam or presentation days will result in a zero (0) being recorded for your grade. You must give your presentation/take your exam on the day it is scheduled. NO EXCEPTIONS.

A student wishing to observe a religious holy day must notify me in writing at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

**Deadlines** are outlined on the schedule. Changes may be announced during the class or through the course e-mail by me, and it is your responsibility to note these changes when announced. Assignments must be turned in by the date and time specified in the syllabus. **Assignments turned in after the due date are considered late. Late assignments are not accepted.**

In addition, the tentative course schedule does not allow flexibility for rescheduling presentation. Don't miss class on a day you are scheduled to speak. Unexcused absences on presentation or exam days will earn a grade of zero; *no make-ups will be granted*. If you miss an in-class activity for participation points, you will earn a zero for that assignment (unless you have a university excused absence).

**Readings** must be completed *by the day they are assigned* on the course schedule. Be sure to read the book and take notes while reading. Lectures and PowerPoints are intended to *complement* (not duplicate) that information.

**Written Work** (presentation preparation, essay assignments, etc.) must be typed. Failure to type any written portion of an assignment results in a zero for that assignment.

**Visual Aid Backups:** You will often be required to design and delivery presentations using PowerPoint software and computer projection systems. While every effort is made to keep the equipment in working condition, on occasion the equipment may not work properly. Please be prepared: backup any visual aids (e-mail them to yourself; bring two flash drives, etc.). Also, be prepared to present even if technology fails you.

**Masks/Facial Coverings:** While face coverings/masks are optional, for those who have not been vaccinated, face coverings are highly recommended to prevent the spread of COVID-19. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. In other words, facial coverings have been an effective part of the COVID-19 management strategy, which can support our efforts to continue operations without disruptions and provide as traditional of an educational experience as possible. Therefore, wearing masks in class is strongly encouraged and highly recommended.

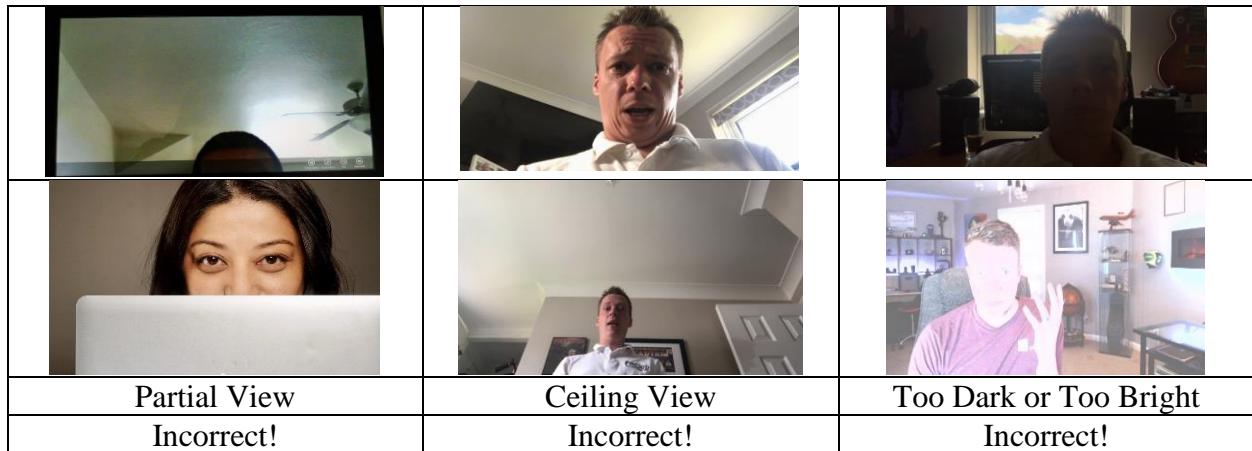
**Classroom Civility:** People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. **All cell phones and other noisy devices should be turned off before entering the classroom and headphones/earbuds should be removed.** Distracting behaviors, particularly during presentation days (i.e., working on laptops, doing homework, falling asleep, working on your presentation, or talking) will result in a reduction of points on your own presentation. Excessive phone use will result in dismissal from class and/or being counted absent for the day. If you are expecting an important call or message, please notify me before class. If you are late on presentation days, wait outside until the first presentation is completed.

**Freedom of Expression:** Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with me. However, it is possible to disagree without being disrespectful. Sneering, name-calling, questioning motives, and representing positions unfairly aren't good ways to disagree, even if in everyday life and in politics they are sometimes used. It is expected that faculty and students will respect the views of others when expressed in classroom discussions. A

**Virtual & Hybrid Etiquette:** Online/virtual etiquette shares the same principle as in-class civility that the classroom (virtual or on-site) is a special environment where students and faculty come together to promote learning and growth, and where the general goals of academic freedom are maintained. Although being fully present (psychologically, intellectually, and physically) may sound common sense for a precondition for good participation, new educational environment via online technologies often add unforeseen challenges – we are barely starting to understand the implications of virtual/e-learning environment. Despite the differences in the modes of communication (in-class or online), however, online/virtual classes are held with the highest professional standards and utmost respect for the purpose of everyone's learning and growth. Therefore, consider your personal online station (wherever you access class virtually – be it your home, dorm room, library, etc.) as an extension of actual classroom and real/live class – organize your surroundings, prepare for full participation, and be mindful of nonverbal signs (of yourself and your settings).

When/if you join the class virtually, here is one tip to think about nonverbal signs of 'camera framing' – to give an impression that you are fully ready and available to contribute! Here are some examples of bad camera frames – either offering partial view (e.g., forehead), if at

all, or mismatching eye-levels, or bad lightings – giving out the nonverbal impression that the speakers are not fully available/present to engage.



Here are some examples for good camera frames – showing the speakers are fully present & available, ready to make eye-contact and participate. Again, be mindful of nonverbals!



**Technology Support at Angelo State IT Service Center:** Make sure you have necessary and functioning technology for you to join/participate in the class. For any tech issues or concerns, please contact the ASU IT Service Center:

Address: ASU Station #11020

Website: <https://www.angelo.edu/services/technology/support/>

Walk-up: Mathematics-Computer Science Building #111

Phone: (325) 942-2911

Toll Free: 1-866-942-2911

To Open a Support Ticket: [ITSupport@angelo.edu](mailto:ITSupport@angelo.edu)

For General Questions: [ServiceCenter@angelo.edu](mailto:ServiceCenter@angelo.edu)

Also, please visit <https://help.blackboard.com/> for online tutorial for Blackboard, for more information about Blackboard.

**Academic Integrity:** University standards regulating academic integrity (e.g., cheating, plagiarism, etc.) are strictly enforced. Infraction may result in a zero for the assignment or a failing grade in the course.

**Plagiarism** is a serious offense in this course. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information; you must cite the source of any material, quoted or paraphrased, used in your presentation. The absence of this documentation constitutes

**plagiarism** – a serious academic and professional offense. Proper documentation requires a bibliography of any outside texts you have consulted including both traditional sources and on-line sources.

Your responsibility as a speaker is to distinguish between what are *your* thoughts and ideas and what is not, and to credit those who have contributed to your presentation. Putting your name on a piece of work indicates that the work is *yours* and that the praise or criticism is due to *you* and no one else. Putting your name on a piece of work in which any part is not yours, is **plagiarism** – unless the borrowed thought or wording is clearly marked and the work is fully identified. Keep in mind that plagiarism is a form of theft. Taking words, phrasing, or sentence structure, or any other element of another person's ideas, and using them as if they were your own, is stealing. Simply paraphrasing the work of another without acknowledging the information source is also plagiarism. Merely restating another individual's ideas in different words does not make the ideas yours. ALL presentations are to be your original work. **Using speeches or presentations from previous semesters or other classes is still considered plagiarism. Unauthorized collaboration on presentations (with a student in your section or another student in a different section) is not allowed without prior approval from your instructor.** If you are caught being dishonest, you will be given an "F" for the assignment and/or the course depending on the severity of the offense.

Please understand I do not tolerate plagiarism and will fail you for it, even if your plagiarism is unintentional. These standards may seem subtle, so feel free to ask if you have questions or concerns. Please see full Honor Code Policy at

[http://www.angelo.edu/cstudent/documents/pdf/Student\\_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

**Academic Advising:** The College of Arts & Humanities and the Department of Communication & Mass Media require that students meet with a Faculty Advisor as soon as they are ready to declare a major. The Faculty Advisor will set up a degree plan, which must be signed by the student, faculty advisor, and the department chair. Communication & Mass Media majors who have questions about advising or declaring a major in the department, can call 325-942-2031. Undeclared majors are supported by ASU's Center for Academic Excellence located in Library A312, and can be reached at 325-942-2710.

**The Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. & 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the students when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." In other words, I cannot and will not speak to your parents about details of your grades and progress in this course without your written consent.

**The Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. Angelo State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning

disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 325-942-2191. If you need disability accommodations in this class, please see me as soon as possible.

**Title IX at Angelo State University:** Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D., Title IX Coordinator  
Mayer Administration Building, Room 210  
325-942-2022, [michelle.miller@angelo.edu](mailto:michelle.miller@angelo.edu)

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

### **CORE CURRICULUM STUDENT LEARNING OBJECTIVES:**

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience. *Exemplary Educational Objectives:*

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.



## PROGRAM STUDENT LEARNING OBJECTIVES

1. Apply key communication principles that build positive interpersonal relationships in the workplace.
2. Have working knowledge and practice of various types of professional written and oral communication genres such as résumés, cover letters, industry profiles, research reports, business proposals, etc.
3. Identify ways in which a culturally diverse workforce can influence business communication.

## STUDENT LEARNING OUTCOMES

1. Demonstrate understanding of the terminology and principles of public speaking through the production and performance of oral presentations and chapter quizzes.

This will support the ASU Learning Goal Statement #2: **CORE SKILLS:**

*Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.*

Students will

- comprehend and critically interpret information in written and oral forms;
- communicate information and ideas effectively;
- use technological resources to access and communicate relevant information.

This will also support ASU Learning Goal Statement #4: **SOCIAL RESPONSIBILITY**

*Students will understand their responsibility as citizens in a complex, changing society.*

Students will

- employ professional and personal judgments based on ethical considerations and societal values;
- understand civic responsibility and leadership;
- demonstrate an understanding of the purpose and value of community service in advancing society.

2. Create and deliver informative and persuasive oral presentations which incorporate elements of effective public speaking as identified through classroom lectures and assigned readings.

This will support ASU Learning Goal Statement #3: **SPECIALIZED SKILLS:**

*Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.*

Students will

- acquire research skills and specialized vocabulary for critical discourse;
- demonstrate competencies and achievements appropriate to their fields of study;
- apply classroom learning in a combination of reflective practice and experiential education.

3. Utilize listening skills in critically assessing speeches presented by other speakers.

This will support University Learning Goal #5. **CULTURAL IDENTITY:**

*Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.*

Students will

- demonstrate respect for differences among cultures;
- practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds



**Tentative Course Schedule:**

DATE	TOPIC	MATERIAL	ASSIGNMENT
1/19	Orientation		
1/24	Communicating for Professional Success	Ch. 1	
1/26	Culture, Diversity, & Global Engagement	Ch. 2	
1/31	Verbal & Nonverbal Messages	Ch. 3	
2/2	Listening & Learning; Perspective Taking	Ch. 4 & 5	
2/7	Majors Goals for Presentations; Planning & Crafting Presentations	Ch. 11 & 12	
2/9			Library Information Day
2/14	Finding Support for Your Presentation Goals; Rehearsing & Delivering Successful Presentations	Ch. 13 & 14	
2/16			Exam 1
2/21	Effective Team Communication; Effective Meetings	Ch. 6 & 7	
2/23	Career Communication; Interviewing Successfully; Writing across Media	Ch. 8, 9, & 10	
2/28	Career Interview Presentation		
3/2	Career Interview Presentation		
3/7	Career Interview Presentation		
3/9	Career Interview Presentation		
3/14			Spring Break
3/16			Spring Break
3/21			Exam 2
3/23	Documentary 1		
3/28	Documentary 1		
3/30	Diversity Training Presentations		
4/4	Diversity Training Presentations		
4/6	Diversity Training Presentations		
4/11	Diversity Training Presentations		
4/13	Diversity Training Presentations		
4/18	Documentary 2		
4/20	Documentary 2		
4/25	Investor Pitch Presentations		
4/27	Investor Pitch Presentations		
5/2	Investor Pitch Presentations		
5/4	Course Review		

## **COURSE ASSIGNMENTS**

- **Career Interview Assignment**

(150 points = 100 points for presentation + 50 points for Thank-you letter)

1. **Goal:**

The purpose of this assignment is to familiarize you with various professions within the communication field (or your chosen field). You will select an area of interest (i.e. journalism, public relations, marketing, international business, etc.) and you will interview a professional in that field. Once you have gathered information from your professional interview and from other sources you present your findings to the class.

2. **Submission Requirement:**

On the day of your presentation, you must turn in copy of slides (3-6 presentation slides per printed page) and Thank-you letter.

3. **Interview:**

- Find someone in your chosen path of career. You may visit the career center and ask to speak to alumni, speak to one of your professors and ask them for contacts, ask your friends, neighbors, if they might know someone in that chosen field. You may not choose an immediate family member or a professor (unless you want to be a professor).
- Schedule a time to have a 20 minute meeting.
- Prepare a list of 15 questions that might help you better understand the needs of the profession. You should consult the rubric while you compile your questions
- You should bring a pen and paper to record key points or ask if you may record the conversation. Do what is most comfortable for you to gather the information. Remember to gather sufficient information to submit as part of your assignment.
- Thank the person for the informational interview and the time they spent with you.

4. **Presentation**

- Prepare a five to seven minute talk. (There will be a one point deduction for every second over/under the time limit).
- Make sure you follow the standard outline we learned for speeches. I expect to hear a clear introduction, body and conclusion. You will also be evaluated for your speaking/delivery skills.
- Must include at least two sources that supplement information gathered and must cite orally during presentation.
- Organizational Scheme:
  - **INTRODUCTION** – Have a strong opening and attention getter
  - **POSITION** - Give a *description* (detailed job duties and average day) and an *overview* of the position/career field (salary range, majors preferred for the field, job opportunities, etc.)
  - **INTERVIEWEE** - Present the background information (Name, position, employer, experience in the occupation, other pertinent information)

- **DISCOVERY** - Discuss TWO things you learned about the career field. Explain what your next steps are to enter/excel in this career (join certain orgs, internships, pass an exam, grad school, etc.)
- **CONCLUSION** – Review material covered and end on a high note.

### 5. **Notes:**

- You may not interview an immediate family member
- Your interviewee should be someone that *currently* works in the field
- You may have up to 5, one-sided, 4x6 notecards
- Your PowerPoint should be uploaded to Blackboard before class on presentation day  
*Please note this is not a job interview. If you present yourself seeking knowledge you will be amazed how much people want to help you.*

### 6. **Citing Sources Orally in Presentations:**

<b>1. Title of Document or Source</b>	<i>The New York Times (could also provide title of article)</i>
<b>2. Author or Sponsoring Organization</b>	<i>Kenneth Chang</i>
<b>3. Title/Qualifications</b>	<i>Reporter</i>
<b>4. Date</b>	<i>March 13, 2011</i>

“Kenneth Chang, science reporter for *The New York Times*, reported in the paper’s March 13, 2011, issue that the recent quake in Japan widened the country by 13 feet. It also tilted the earth’s axis and shortened the day by a couple millionths of a second.”

### 7. **Thank You Letter:**

You are to write a thank you letter to the person you interviewed for your Career Assignment. It should be personalized (not personal or informal) and professional (American business standards). I will be looking at grammar, spelling, punctuation, format, content, etc. Avoid impersonal, vague language. You should use specific examples from your interview in your letter. As upper level students, I expect you to use your research and critical thinking skills to gather information regarding a business letter. Be cautious about using standard templates with prewritten letters found on Microsoft or other sites. These will sound like everyone else’s letter and will reveal lazy and impersonal style. I expect nothing but your best work and have provided you several sites for reference (Blackboard).

- **Diversity Training Assignment**  
(150 points total)

1. **Purpose:**

The purpose of this assignment is to encourage students to gain knowledge of their multiple identities, including their gender, religious, ethnic and cultural backgrounds as well as of the multiple identities of others in the workplace.

2. **Assignment:**

You and your group will select a cultural group and will “train” your peers on this group’s background, history, and **best communication/motivation strategies** as they relate to the workplace. In other words, if we are working with or supervising members of this group, what should we know about them. The training (20-25 minutes) will include a visual presentation (Power Point, Prezi, etc.), and an activity (5-10 minutes) that involves the entire class. Think of the all communication concepts we have discussed throughout the semester and be sure to incorporate how those concepts apply to your particular cultural group. If you decide to use a video it may not be more than 60 seconds in length. In an effort to be fair and respectful of everyone’s time **there will be a one point deduction for every second you go over or under the time allowed.** Be sure to PRACTICE!

The following are areas to address (this is not an all-inclusive list, be sure to add your own):

1. Positive stereotypes
2. Negative stereotypes
3. Cultural history/background
4. Data (numbers as they relate to this population in the U.S., in Texas, in the workplace, in leading fields, etc.)
5. Cultural values
6. Communication styles
7. Workplace relevant customs/traditions

Also need to know how this group deals with:

1. Communication in the workplace (superior, subordinate and lateral relationships) (Chapters 1 & 8)
2. Verbal & nonverbal messages (Chapter 3)
3. Interpersonal strategies & skills (Chapters 4 & 5)
4. Concepts of working in teams (Chapter 6)
5. Workplace relevant customs/traditions
6. Other...(again...this is not an all-inclusive list, be sure to add your own)

(Again...this is not an all-inclusive list, be sure to add your own)

3. **Grading:** 100 – Presentation (appearance, poise, tone, memorization, creativity, etc.)  
50 – Peer Evals (peers will grade each other)  
150 – Total Points

(Note: This assignment is worth 1/5 of your overall grade. It could determine if you pass or fail this course. I will be grading very strictly. Only present your best work!)

**4. Cultural Groups:**

You may choose from one of the following groups or you may suggest one that is not on the list.

Black Females	
Black Males	
Agnostics	
Asian-Americans	
Atheists	
Baby Boom Generation	
Boomerang Generation	
Central/South Americans	
Chinese	
Christians	
Civil Unions	
Common Law Marriages	
Disabilities – Physical (Be specific)	
Disabilities – Mental (Be specific)	
Disabilities – Emotional (Be specific)	
Elderly	
Gay/Lesbian/Bisexual	
Generation X	
Generation Y	
HIV/AIDS	
Immigrants—(be specific)	
Indian (Middle Eastern)	
Italian	
Japanese	
Jewish	
Korean	
Latino	
Pregnancy (Maternity/Paternity Leave)	
Mexican-Americans	
Migrants (be specific)	
Military (Be specific)	
Military Spouses	
Muslims	
Native Americans	
Polygamists	
Vietnamese	
Transgender	

- **Investor Pitch Assignment**  
(150 Points)

1. **Goal:** To use your business research skills, and your creative side
2. **Assignment:**
  - Select a business of your interest and research it; then,
  - Suggest an improvement for a product or service they offer
3. **Format:** Must use a specific PowerPoint format provided in Blackboard, ONLY 10 slides, no more & no less, and must cover the information outlined.  
(Online classes: you should use the split screen format to record yourselves presenting)
  - (1) Slide 1: Title page
  - (2) Slide 2: Attention Getter (10 seconds)
  - (3) Slide 3: Industry Background (20 seconds)
  - (4) Slide 4: Financials (20 seconds)
  - (5) Slide 5: Products/Services (20 seconds)
  - (6) Slide 6: SWOT (20 seconds)
  - (7) Slide 7: Proposal (20 seconds)
  - (8) Slide 8: Proposal Budget (20 seconds)
  - (9) Slide 9: Conclusion (20 seconds)
  - (10) Slide 10: References
4. **Time:** 2½ -- 3 minutes (cannot go overtime)
5. **Citations:** Three (3) sources must be verbally cited *during* the presentation (it is not enough to have a list at the end)
6. **Resources:** You have resources available to help you with this assignment:
  - Course Guide, Investor Pitch Tab (accessible through Blackboard)
  - Video below (must watch before starting assignment)  
Guy Kawasaki: 10, 20, 30 Rule <https://www.youtube.com/watch?v=-M13SObffog>

## Career Presentation Evaluation Form

Name: \_\_\_\_\_

Career Field: \_\_\_\_\_

**NI**=Not Included      **FR**=Fair/weak      **AV**=Average (meets requirement/loosely)      **GD**=Good  
**EX**=Excellent

	<u><b>NI</b></u> 0	<u><b>FR</b></u> 1-3	<u><b>AV</b></u> 4-7	<u><b>GD</b></u> 8-11	<u><b>EX</b></u> 12-15
<b><u>POSITION [15 points]</u></b> – Describe the position in detail along with an average day. Give an overview of the position/career field (salary range, majors preferred for the field, job opportunities, etc.).					
<b><u>INTERVIEWEE [15 points]</u></b> - Present the background information (Name, position, employer, experience in the occupation, other pertinent information)					
<b><u>DISCOVERY [15 points]</u></b> - Discuss two things you learned about the career field. Explain what your next steps are to enter/excel in this career					
<b><u>INTRODUCTION [15 points]</u></b> – Captured attention, presented clear central idea, previewed main points <b><u>CONCLUSION</u></b> – Summarized main points, reinforced goals, left lasting impression					
<b><u>DELIVERY [15 points]</u></b> – Natural, vocal variety, eye contact, used limited notes, effective use of gestures, professional appearance, refrained from distracting behaviors					
<b><u>SLIDES/PREPARED [15 points]</u></b> – Balanced in graphics and writing, appropriate use of color and fonts, visually appealing. PowerPoint in appropriate folder on BB, slides printed, 3-6 per page, 5 one sided notecards					
<b><u>CITATIONS [10 points]</u></b> – Provided full citation (author, source, title, date)	Citation #1 - _____ Citation #2 - _____				

Time	
Presentation Points	
Deductions for Time	
Total Points	

**Notes:**



**DIVERSITY TRAINING EVALUATION FORM**

NAMES: \_\_\_\_\_ GROUP: \_\_\_\_\_

**INFORMATION (24 points)**

	<b>EXCELLENT 4</b>	<b>GOOD 3</b>	<b>FAIR 2</b>	<b>POOR 1</b>	<b>NA 0</b>
Cultural history/background					
Data (numbers as they relate to this population)					
Cultural values					
Positive stereotypes					
Negative stereotypes					
Other/ Extra Info:					

**WORKPLACE COMMUNICATION (24 points)**

	<b>EXCELLENT 4</b>	<b>GOOD 3</b>	<b>FAIR 2</b>	<b>POOR 1</b>	<b>NA 0</b>
Communication in the workplace (superior, subordinate and lateral relationships)					
Verbal & nonverbal messages					
Interpersonal strategies & skills					
Concepts of working in teams					
Workplace relevant customs/traditions					
Other/ Extra Info:					

**PRESENTATION SKILLS (44 points)**

	<b>EXCELLENT 4</b>	<b>GOOD 3</b>	<b>FAIR 2</b>	<b>POOR 1</b>	<b>NA 0</b>
Intro - Captured Attention, previewed points					
Points Stated Clearly					
Natural Poise / At Ease					
Vocal Variety (rate, volume, inflection)					
Spoke Extemporaneously (limited note reliance)					
Eye Contact					
Effective Gestures (avoided distractive behaviors)					
Dynamism /Connectedness					
Cited Sources Appropriately (at least 4)					
Power Point					
Conclusion – Summarized & Reinforced Goals					

**ACTIVITY**

	<b>EXCELLENT 8</b>	<b>GOOD 6</b>	<b>FAIR 4</b>	<b>POOR 2</b>	<b>NA 0</b>
Captured Attention, Involved All Participants, Creative, related to workplace comm					

**COMMENTS:**


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TIME  _____
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	<b>Possible Points</b>	<b>Points Earned</b>
Presentation	100	
Deductions for Time		
<b>FINAL GRADE</b>	<b>100</b>	

## Investor Pitch Evaluation Form

Name: \_\_\_\_\_

Company: \_\_\_\_\_

	0-2	3-5	6-8	9-10
<b>ATTENTION GETTER</b> <ul style="list-style-type: none"> <li>• Creative</li> <li>• Engaging</li> </ul>				
<b>INDUSTRY BACKGROUND</b> <ul style="list-style-type: none"> <li>• History, background and mission</li> <li>• Organizational Structure/Ownership/Climate</li> </ul>				
<b>FINANCIALS</b> <i>Citation #1</i> <ul style="list-style-type: none"> <li>• Basic Financials, Main source of income</li> <li>• Expenses, Revenue over the last five years</li> </ul>				
<b>PRODUCTS/SERVICES</b> <ul style="list-style-type: none"> <li>• Gave clear picture of company</li> <li>• Described services/products</li> </ul>				
<b>SWOT</b> <i>Citation #2</i> <ul style="list-style-type: none"> <li>• Strengths, Weaknesses, Opportunities, Threats</li> </ul>				
<b>PROPOSAL</b> <ul style="list-style-type: none"> <li>• Clear improvement to service/product</li> <li>• Justification for improvement</li> </ul>				
<b>BUDGET</b> <i>Citation #3</i> <ul style="list-style-type: none"> <li>• Cost, Funding source</li> <li>• Savings/Benefits</li> </ul>				
<b>CONCLUSION</b> <ul style="list-style-type: none"> <li>• Spoke to “Why?”</li> <li>• Summarized, clear take away</li> </ul>				
<b>SLIDES</b> <ul style="list-style-type: none"> <li>• Balanced (text / images)</li> <li>• Creative, clear</li> </ul>				
<b>GENERAL</b> <ul style="list-style-type: none"> <li>• Uses correct Ppt format</li> <li>• 10 slides</li> <li>• 2 ½ - 3 minutes</li> </ul>				
<b>Eye contact</b>				
<b>Enthusiasm</b>				
<b>Natural/Conversational</b>				
<b>Speaking Rate</b>				
<b>Logistics</b> <ul style="list-style-type: none"> <li>• Ppt in correct folder &amp; Ppt printed</li> </ul>				

Time	
Presentation Points	
Deductions for Time	
Total Points	<b>/150</b>

### **General Criteria for Grading Papers**

“F” – Answer reveals you really have no clue what is going on, or are so carelessly inattentive to matters of style as to write an incomprehensible response.

“D” – Answer reveals less than adequate understanding of theory, concept, or other relevant information. Answer may also misapply concept, use an inappropriate or weak example in attempting to clarify an explanation, or may ramble on in the hope that something will eventually hit the intended target. Answer also may be more or less on target, but carelessly or sloppily written/proofed.

“C” – Answer provides an on-target recitation of the correct material from the text or other sources being consulted. Answer meets the basic expectations with respect to number of outside sources, or other conditions of a specific assignment. The writing, while clear and comprehensible, is otherwise non-exceptional, or gives evidence of inattention to basic matters of grammar, punctuation, and spelling.

“B” – Answer is not only on-target, but is written in a clear, well-organized style, with few errors (and indicates attention given to correcting spelling or punctuation mistakes). In addition, examples illustrate thought beyond recall or recitation of a text’s commentary and add to the overall understanding of the theory, concepts, or other materials being evaluated. There is evidence of having gone beyond the text to consult other sources of information that might be relevant.

“A” – Answer goes beyond that required for a “B” response to indicate critical analysis, offering evidence of a cogent, well-reasoned defense of a position or argument that is advanced relative to the object under consideration. In other words, the answer reveals a clear authorial voice in command of the material. In addition, the style is elegant, indicating careful attention to presenting a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional thinking.

Note: These standards apply as general guidelines for the evaluation of assigned papers. As should be clear, inattention to matters of style/format will result in a corresponding decrease in a grade, even when content is otherwise clear and on-target. As a further explanation of these criteria, consider the following comments:

- A “C” answer is a good answer – It simply does not do any more than is being asked.
- A “B” answer is a better answer, but does not reveal depth of analysis that would be required to be considered exceptional.
- An “A” is an exceptional piece of work. Simply understanding the material is not the equivalent of an “A.”