

COMM 3352: Communication in Professional Life (Online)
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. 1st 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	
TOTAL COURSE POINTS	1,000 points	

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 your own presentation, observation, and evaluation. 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.

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.**

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.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced.

Technology Support at Angelo State IT Service Center: Students are expected to have access to a reliable computer with an Internet connection, with necessary software (MS Word, PowerPoint, Adobe Reader, Media Player, Quicktime, etc.), and a camera (to record your speeches; cell phone video cameras are just fine). If you have any tech concerns/issues, 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

For General Questions: 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

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

You may also file a report online 24/7 at 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.

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: **SPECILIZED 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
Week 1 (1/18 - 1/23)	Communicating for Professional Success	Ch. 1	<ul style="list-style-type: none"> Explore & study the course BB Read Ch. 1 & watch narrated PP
Week 2 (1/24 - 1/30)	Majors Goals for Presentations; Planning & Crafting Presentations	Ch. 11 & 12	<ul style="list-style-type: none"> Read assigned chapters Start contacting & setting up a meeting for career interview
Week 3 (1/31 - 2/6)	Finding Support for Your Presentation Goals; Rehearsing & Delivering Successful Presentations	Ch. 13 & 14	<ul style="list-style-type: none"> Read assigned chapters Watch Information Literacy Session Finalize setting up a meeting for career interview
Week 4 (2/7 - 2/13)			<ul style="list-style-type: none"> Conduct a career interview meeting Send a 'Thank-you' letter Prepare & record your career interview presentation
Week 5 (2/14 - 2/20)			<ul style="list-style-type: none"> Post Career Interview Presentations, Thank-you Letter, & Peer Evaluations
Week 6 (2/21 - 2/27)	Culture, Diversity, & Global Engagement; Verbal & Nonverbal Messages	Ch. 2 & 3	<ul style="list-style-type: none"> Read assigned chapters & watch narrated PP
Week 7 (2/28 - 3/6)	Listening & Learning; Perspective Talking	Ch. 4 & 5	<ul style="list-style-type: none"> Read assigned chapters & watch narrated PP
Week 8 (3/7 - 3/13)			<ul style="list-style-type: none"> Exam 1
Week 9 (3/14-3/20)			Spring Break
Week 10 (3/21 - 3/27)	Effective Team Communication; Effective Meetings	Ch. 6 & 7	<ul style="list-style-type: none"> Read assigned chapters & watch narrated PP

Week 11 (3/28 - 4/3)	Career Communication; Interviewing Successfully; Writing across Media	Ch. 8, 9, & 10	<ul style="list-style-type: none"> • Read assigned chapters & watch narrated PP
Week 12 (4/4 - 4/10)			<ul style="list-style-type: none"> • Exam 2
Week 13 (4/11 - 4/17)			<ul style="list-style-type: none"> • Prepare & record Diversity Training Presentation • Documentary #1 Assignment
Week 14 (4/18 - 4/24)			<ul style="list-style-type: none"> • Post Diversity Training Presentations & Peer Evaluations
Week 15 (4/25 - 5/1)			<ul style="list-style-type: none"> • Prepare & record Investor Pitch Presentation • Documentary #2 Assignment
Week 16 (5/2 - 5/8)			<ul style="list-style-type: none"> • Post Investor Pitch Presentations & Peer Evaluations

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 page print) 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:**

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

ASSIGNMENT

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. You will select a cultural group and will “e-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 virtual training (**6-8 minutes TOTAL**) will include a **narrated** visual presentation (Power Point, Prezi, etc.)

Think of 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 incorporate a video it may not be more than 30 seconds in length. In an effort to be fair there will be a one-point deduction for every second you go over or under the time allowed. Be sure to **PRACTICE!** You must submit your slides online as well.

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

1. Provide any pertinent definitions that will bring clarity to the topic
2. Cultural history/background
3. Data (numbers as they relate to this population in the U.S., in Texas, in the workplace, in leading fields, etc.)
4. Cultural values
5. Positive stereotypes
6. Negative stereotypes
7. Other (what is something unique or interesting about your group that we should know)

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)

This is a lot of information and 6-8 minutes is not enough to cover thoroughly. That’s because you are supposed to research the cultural group and only give us the most **important, pertinent and updated** information. Remember, all we have is your voice, the PowerPoint, and the information so all three have to be outstanding.

ADDITIONAL REQUIREMENTS

- Must **fully** cite at least **THREE** sources from where you gathered the information you will present. This must be done orally as you are presenting, and in writing on your final slide.

- Choose a cultural group that you are comfortable speaking about. If you find yourself whispering terms or even the name of the cultural group you should probably choose another group.

IMPORTANT TIPS

- **DO NOT** read from a website. The idea is to gather information, sort through what is most important/relevant, and communicate it **in your own words**. Plagiarism is a serious offense and will result in failing. You are expected to cite at 3 sources, but you can cite more. If you got the info from somewhere other than your own knowledge, **you must cite it**.
- Make sure you are able to find enough information about a cultural group before you commit to it (by posting on Blackboard). For example, if you aren't able to find much information on communication styles of people in common law marriages, then that may not be a good choice for this project.
- Remember your job is to train us on how to effectively communicate with this group in the workplace. Do not just tell us about the group. Train us on how to best communicate with and motivate this group.
- Make sure you don't pick a broad cultural group- be specific! For example, you should not just select "physical disabilities," as it is difficult to try to encompass all physical disabilities. Vision impairment in the workplace is probably quite different than someone confined to a wheelchair in the workplace, even though they are both physical disabilities.

CULTURAL GROUPS

You may choose from one of the following groups or you may suggest one that is not on the list but **must receive professor approval** before you proceed.

Black Males	
Black Females	
Agnostics	
Asian-Americans	
Atheists	
Baby Boom Generation	
Boomerang Generation	
Central/South Americans	
Chinese	
Christians	
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)	
Men	
Mexican-Americans	
Migrants	
Military	
Military Spouses	
Muslims	
Native Americans	
Polygamists	
Vietnamese	
Transgender	
Women	

- **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>NI</u> 0	<u>FR</u> 1-3	<u>AV</u> 4-7	<u>GD</u> 8-11	<u>EX</u> 12-15
<u>POSITION [15 points]</u> – 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.).					
<u>INTERVIEWEE [15 points]</u> - Present the background information (Name, position, employer, experience in the occupation, other pertinent information)					
<u>DISCOVERY [15 points]</u> - Discuss two things you learned about the career field. Explain what your next steps are to enter/excel in this career					
<u>INTRODUCTION [15 points]</u> – Captured attention, presented clear central idea, previewed main points <u>CONCLUSION</u> – Summarized main points, reinforced goals, left lasting impression					
<u>DELIVERY [15 points]</u> – Natural, vocal variety, eye contact, used limited notes, effective use of gestures, professional appearance, refrained from distracting behaviors					
<u>SLIDES/PREPARED [15 points]</u> – 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					
<u>CITATIONS [10 points]</u> – Provided full citation (author, source, title, date)	Citation #1 - _____ Citation #2 - _____				

Time	
Presentation Points	
Deductions for Time	
Total Points	

Notes:

DIVERSITY TRAINING - PEER EVALUATION (online)

PRESENTER		DIVERSITY GROUP	
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INFORMATION [24 points]	EXCELLENT 4	GOOD 3	FAIR 2	POOR 1	NA 0
Cultural history/background					
Data (numbers as they relate to this population)					
Cultural values					
Positive stereotypes					
Negative stereotypes					
Other: Extra/WOW info					

WORKPLACE COMMUNICATION [24 points]	EXCELLENT 4	GOOD 3	FAIR 2	POOR 1	NA 0
Comm in the workplace (sup, sub and lateral)					
Verbal & nonverbal messages					
Interpersonal strategies & skills					
Concepts of working in teams					
Workplace relevant customs/traditions					
Other: Extra/WOW info					

PRESENTATION SKILLS [24 points]	EXCELLENT 4	GOOD 3	FAIR 2	POOR 1	NA 0
Intro - Captured Attention					
Previewed Points in Presentation					
Points Stated Clearly					
Vocal Variety (rate, volume, inflection)					
Dynamism /Connectedness					
Conclusion – Summarized & Reinforced Goals					

CITATIONS [12 points] (if citations did not include source, author, title and date they only earn partial points) List the source below.	INCLUDES ALL 4	INCLUDES 3	INCLUDES 2	INCLUDES 1	INCLUDES None 0
Citation ONE:					
Citation TWO:					
Citation THREE:					

POWER POINT [16 points]	EXCELLENT 4	GOOD 3	FAIR 2	POOR 1	NA 0
Appropriate number of pictures					
Appropriate amount of writing					
Balanced writing and images on slides					
Good use of color / visually appealing					

COMMENTS	
	Time: Grade:

Investor Pitch Evaluation Form

Name: _____

Company: _____

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

Time	
Presentation Points	
Deductions for Time	
Total Points	/150

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.”