

Syllabus

COMM 320: Business and Professional Communication

Spring 2021

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Course Description

Study of basic theories and skills of communication in professional contexts, including interviewing, relationship maintenance, small group teams, and public presentations. Emphasizes the development of practical and critical thinking skills.

- Prerequisite: Comm 100 - Public Speaking **or** Comm 101 - Interpersonal Communication.
- This course satisfies the Communication Department requirement as a Presentation Intensive (P.I.) course.
- Course Type: Lecture – Face-to-Face w/ online access

COMM 320 Course Introduction and Overview

- Comm 320 is an upper level participation course, and assumes a background in communication skills.
- As a participation course, participation is expected and is integral to learning.
- Students become actively involved in daily discussion to supply their own perspective on various aspects of the business environment and their links to the study of communication.
- Incorporate communication-focused skills into the larger context of being a business professional.
- Communicating effectively in business professions requires organized written and rehearsed oral skills.
- Comm 320 benefits the job application process, assists when expressing ideas after employment, and includes preparing a job related resume, cover letter, and using employment interview techniques.
- The course is sectionalized into 3 areas of study and the professional YOU.
 - (1) Career Exploration, Career Management & Interviewing,
 - (2) Interpersonal Communication in Organizations, Small Group, Problem Solving & Leadership,
 - (3) Public Speaking & Persuasion.

REQUIRED Texts (& websites & materials):

Text: Adler, Ronald B., et.al. Communicating at Work. 12th ed. NY: McGraw Hill, 2019.
Resource: McGraw Hill
Publication: Career Readiness Guide (2018): <https://careers.gmu.edu>
Course Packet: Assignments / Evaluation forms for Comm 320 – compiled by S. Tomasovic
Blackboard: Syllabus – Weekly Course Schedule – Packet of Assignments – Examples – Quizzes
Materials: Note cards – Use GMU Email – Data device (PPT)
Record Device: In class self-record all speeches w/ a phone – laptop – tablet – video cam
Tech Test: Ensure audio/visual are operational & clear w/ enough memory for presentation
APA Website: APA (American Psychological Assn) style manual: <http://www.apastyle.org/learn/>
Use APA when appropriate for writing assignments & works cited.

Course Learning Objectives

With successful completion, a student improves knowledge of and skills to:

1. Explain the complexity of some types of communication which occur within organizations.
2. Explain how values, self-concept, diversity, perceptions, listening, and critical thinking combine to create a “communication person” and how these can aid or prevent communication in a professional environment.
3. Use appropriate verbal and nonverbal language for sending a message effectively.
4. Use technology for career management & write an effective resume and cover letter.
5. Understand the interviewing process by developing and answering appropriate questions.
6. Understand small groups to effectively analyze, discuss and propose solutions to a problem.
7. Explain briefly leadership styles and conflict in the workplace.
8. Research, write and present an informative speech in a symposium setting in front of an audience.
9. Research, write and present a persuasive speech related to a business or profession issue.
10. Incorporate presentation technology & create visual aids in required oral presentations.
11. Implement following directions (a life skill) to successfully prepare you for a position in the business world.

Course Philosophy: (...How to succeed in the professional communication course ☺)

1. Professionalism means performing at a high level and conducting oneself with purpose and pride.
 - Professionals go beyond minimum expectations and commit to make lasting and valuable contributions.
 - Professionals are able to follow directions to assist in understanding how the business world functions.
 - Professionals do not “forget” or “skip” tasks or assignment because they feel like it.
 - Professionals adhere to excellent business practices. Ensure ... you and your assignments:
 - Are prompt and complete w/ proper organization, content, written form and aesthetics
 - Exhibit initiative, leadership, a professional attitude, and that presentations are well rehearsed
 - Give full attention in the classroom + exhibit courtesy & respect to your peers & instructor.
2. Communication contributes to your overall success, so you need to understand & practice communication.
 - The course progresses as though you are a young professional employee IN a business environment.
3. As an upper level 3 credit guided instruction course, advanced presentation skills are expected.
4. This is a faster-paced, very busy, DOING type of course w/ some short lectures.
 - Time management to : Analyze – Write – Prepare & Practice assignments / presentations
 - Time management issues: If you have “time” issues, take the course when you have the time.
 - Course engagement: Learn specialized professional language, take notes, ask questions.
 - Student Learning: Learn from your own experiences and from observing others.
 - Receive feedback – reflect – prepare/practice for future improvement
 - “Due Dates/ Deadlines”
5. Each session is designed to help you learn and master skills.
 - Skills: No single class turns you into a skilled communicator: you need the desire to improve.
 - Long term goal: To develop a self-awareness & self monitor to improve skills to use in your career.
 - Recording: Your communication events help with reflecting on your long term goal

Required Assignments

Assignments	Points Possible
Career Management / Interviewing	75 points
Resume	15
Cover Letter + Job/Intern Opportunity	10
Handshake & LinkedIn Profiles	
Interview Questions & Responses ○ w/In-class Mock Interview	25
Interview Stream ○ Responses + Appraisal	25
Networking / Showcase Speech + Business Card + Outline (1½ - 2 ½ min)	25 points
4 x Quizzes @ 40 points each (taken on Blackboard)	160 points
Team Symposium Presentation & Instructional Design	50 points
Each Student: Outline, Annotated Bibliography, PowerPoint printouts	
Team Meetings: Leadership – Facilitation – Minutes to Meetings	
Action Items: Agenda/Program – Symposium Introduction & Conclusion	
Training: Instructional Materials	
Appraisals: Team & Self Performance Appraisals	
Persuasive (Business Advice) Speech (Length: 5:30 – 7:00 min)	50 points
Printout: Full Sentence Outline + PPT + Ann Bib	
Professional Informative Speech Report (Length: 3:30 - 5 min)	75 points
Participation (Points are earned – not guaranteed)	65 points
Professional Presence: The Professional You – Leadership	
Career Management: Handshake – Linked-In – Interviewing – Interviewstream	
Activities: Professionalism – Networking – Problem Solving	
Meetings: Facilitation – Management – Discussion – Respectful Engagement	
Instructional: Design – Technology – Instructional Materials	
Presentations: Research – Outlines – Peer Feedback – Performance Appraisals	
Other Activities: Text Exercises – Impromptu Presentations – Speech Analyses	

Instructor Commitment: Your instructor is committed to:

- Use of reflection, fairness, assessment, and learning as an ongoing process.
- Understanding how students differ in their approaches to learning and learning needs.
- Establishing respectful and productive relationships with students that support learning and well-being.
- My hope is that you find this course to be an engaging, rewarding and enjoyable experience.

Participation Guidelines: Awarded each class session

1. Participation can be defined as ...
 - Attending class on time, prepared w/ the all course materials (i.e. text, packet, syllabus, research)
 - Engagement, contributing to discussion w/ individual comments & answers, and in group work.
 - Listening and engagement during presentations to provide thoughtful & accurate peer feedback.
2. Full Participation Points: Not Guaranteed by just being physically present in class. (subject to change)
 - EARNED: Each session - punctuality, listening, participating, preparation, e.g. text to class)
3. Partial Participation Points: Sometimes earned for late arrivals or early departures, and not guaranteed.
 - Tardy: If you are NOT in class participating the full session = partial participation points.
4. NO Participation Points: Do NOT expect participation points because you occupy a seat.
 - Unprepared: Students who appear uninvolved or uninterested = NO participation points.
 - Cell/Laptop: Non-academic use is a root cause of inattention = result = NO participation points.

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own and developed by you specifically for that assignment during the current semester; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask your instructor for clarification. Under no circumstances is it permissible to cheat, plagiarize, steal, or lie in matters relating to academic work. No grade is important enough to justify academic misconduct, and cases of academic misconduct will be treated seriously, will most likely result in a failing grade on the assignment or in the course, and will be reported to the Mason Honor Committee. Another important aspect of academic integrity includes the free exchange of ideas, and there will often have vigorous discussion in this class. It's fully expected that all aspects of this class will be conducted dialogically with civility and respect for differing ideas, perspectives, and traditions. For more information, visit: <http://oai.gmu.edu/the-mason-honor-code/>.

Instructors may use Blackboard SafeAssign on assignment submissions in this course.

Attendance and Participation Policy

Students are expected to be in class on time every day and should come to class prepared and ready to participate in class activities, assignments, and discussions, both in class and on Blackboard. Attendance and grades are highly correlated in any class, and most in-class assignments cannot be made up when a student is absent from class. Students are expected to attend class for the entire duration of the semester, including the last day of class and through the reading days and the designated Final Exam period for all their classes

Emergencies, illnesses, the death of loved ones, participation in university sponsored activities (e.g., debate tournament or basketball game in which a students is competing as a university representative), and important religious observances sometimes make it impossible for a student to attend class. For these excused absences and emergencies, students are expected to provide written third-party documentation in advance whenever possible. Examples of third-party documentation include a calendar of religious observances, a letter from a coach that specifies the dates on which a student will need to miss class, an obituary or funeral program, or a doctor's note.

In the case of illnesses or emergencies for which it is impossible to notify instructors in advance, students should contact their instructors as soon as possible via email and then provide documentation as soon as possible.

Campus Emergencies, Closures, and Class Cancellations

If campus is closed for any reason (power outage, snow, etc.), do not assume that class activities are cancelled. In the event of a snow day or other campus closure that prevents a class from meeting in its normal classroom, classes will typically be held online. Watch your email for messages from your instructors that provide instructions about how the class will proceed.

If your instructor is not present at the start of class, please check your emails for updates. If there is not an email from your instructor, wait until 5 minutes after the start of class and have one member of the class notify the Basic Course Coordinator (bcc@gmu.edu). The BCC may not respond immediately, but the BCC or your instructor will reply to the class within 24hrs. If the instructor is not present within 15 minutes after the start of class you are free to dismiss. Check your emails regularly over the next 24 hours for updates.

Chain of Responsibility

You are the person most responsible for your learning experience throughout your time here at George Mason. Your instructor is second in that chain. It is your responsibility to communicate with your instructor about anything that you feel may inhibit your learning experience. If the results of those discussions are unsatisfactory, try again. If your instructor still does not seem to understand the concern, your next level of responsibility is to bring the issue to the attention of the Course Coordinator for the Department of Communication. Anything that still can't be resolved will go next to the Basic Course Director. Only after these steps have been taken should you consider going to the Assistant Department Chair, Department Chair, Dean, Provost, or University President. "Jumping rank" and going directly to the Dean or Provost is a very ineffective communication strategy for a number of reasons and is very likely to hurt your chances of a favorable resolution.

Classroom Conduct and Professionalism

Professionalism includes coming to class with a positive attitude, engaging in dialogic communication (e.g., respecting others' opinions, not interrupting in class, being respectful to those who are speaking, working together in a spirit of cooperation), and arriving to class on time and prepared for the class session. When students engage in any type of inappropriate behavior, they may be asked and required to leave for the remainder of that class session. If all goes well in the class, students tend to share information of an "interpersonal" nature" - it goes with the territory in a Communication classroom. You wouldn't want something said about you to people all around campus, so keep others' revelations confidential and do not talk about your classmates outside of class, and that goes for all your classes! Each student is expected to be conscious and respectful of classroom diversity. While students may disagree on many topics, every person should respect the perspective of fellow classmates, instructors, and invited guests.

Bring the course textbook, syllabus, class notes, any needed assignments and drafts, papers and writing utensils to each class meeting. Laptop computers, tablets, mobile phones, and other electronic devices may be used before and after class, but do not use them during class unless the instructor has instructed students to use them for a specific class activity. Electronic devices tend to be a distraction for all students, and research shows that using a mobile phone during class reduces note taking by 62% and reduces subsequent grades on exams by 1 ½ letter grades (Kuznekoff & Titsworth, 2013). Silence all devices before class begins and put them away. Instructors reserve the right to confiscate all devices until the end of the class period or ask students to leave the classroom.

Students who interrupt class discussions by frequently arriving late to class, constantly interrupting others without thoughtfully listening to their comments, or who ask questions (in class and over email) that would more appropriately be answered by a simple glance at the syllabus (e.g., "When is this due?," "What do we have to read for next class?," "Did we do anything important when I missed class?," etc.) not only reflect poorly upon themselves, they also actively devalue the educational experience of others. Keep a copy of the course syllabus and schedule on hand and refer to them often. Students are expected to take responsibility for their own learning and to keep track of assignments and deadlines throughout the semester.

Disability Accommodations

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. You can contact ODS at <http://ods.gmu.edu/>, 703.993.2474. If you qualify for an accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell your instructor.

Diversity and Inclusion

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Extra Credit

There are no extra credit opportunities in this class. Extra credit is extra work, and students who are having difficulty completing the required coursework seldom have the time to complete additional assignments. Students who perform poorly on course assignments may not be devoting adequate time and effort to their academic responsibilities. Students should notify their instructors immediately when they are having difficulty in a course.

Grading Scale: (subject to change)

Your final grade is based on the following 500 point grading scale:

1. Each assignment is assigned a point value
2. To achieve & receive a satisfactory grade of "C" or higher:
 - Assignments: Completed – submitted – presented in-class before final exam date
 - Participation: Minimum attendance of 80% of class sessions, w/ active participation

93% of points (465 – 500) = A

90% of points (450 – 464) = A-

87% of points (435 – 449) = B+

83% of points (415 – 434) = B

80% of points (400 – 414) = B-

77% of points (385 – 399) = C+

73% of points (365 – 384) = C

70% of points (350 – 364) = C-

65% of points (325 – 349) = D

64% of points (below 325) = F

Incomplete grades will not be given in this course except in rare cases in which students have completed the course but are prevented from attending the final exam due to a documented serious medical emergency or other excused absence that truly cannot be avoided. In these cases, students should first attempt to reschedule the exam during the final exam period and an Incomplete will only be considered if this is impossible. In these cases, students should contact their instructor immediately to make arrangements. If the instructor has not heard from a student by the end of the exam, it is highly likely that the student will receive a "0" score for the exam. Instructors may defer to the Basic Course Coordinator to determine if an Incomplete is warranted.

Grade Appeals

The time to challenge the merit of an individual assignment is during the semester and within one week after the assignment evaluation is returned. Once the semester has ended and a final semester grade is posted, it is not appropriate to then challenge the merit of individual assignment grades earned during the semester. Students often

are not aware of what conditions qualify for a grade change after the completion of a semester. The appeal request must fit into one or more of the following categories:

1. A change from a temporary to a final grade either before or after a University deadline (such as an "Incomplete" to an "A")
2. A computational or technical error (such as an issue with an auto calculation)
3. A recording error (such as a professor recording an "18" instead of an "81").

If you believe there is an error in your final semester grade, you should first approach your instructor with clear and concrete justification and evidence to support your appeal in the category or categories above. If you are not able to resolve the issue with your instructor then you may bring your appeal and justification to the Basic Course Coordinator. Once the semester has ended, the BCC will not hear appeals regarding the merit of individual assignment grades earned during the semester, as those should have been resolved with the instructor during the semester.

Late Work Policy

Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. Late work will not be accepted except in the case of a documented personal emergency or excused absence, and students will not be allowed to make up assignments or exams unless they have third-party documentation of an excused absence or emergency. It is the student's responsibility to provide written documentation from a third party that details the emergency or university-excused absence. Except in the very rare case of last minute emergencies (e.g., getting hit by a car walking to class and being taken to the emergency room), students should let their instructors know about any excused absences, provide documentation, and make arrangements for making up any missed work in advance of missing class. When the nature of the emergency makes it impossible to make up work in advance, students will be given a deadline to complete missed work, usually within one week of the original deadline.

Technology failures, work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered a personal emergency. In some cases, even when students have a documented, excused absence, the work in class might be impossible to make up, such as in-class activities, workshops, group work, and individual or group presentations.

Privacy

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Instructors cannot discuss any student's educational record with their parents, friends, or anyone except with the student or appropriate university representative. Because GMU email is the only one that can be explicitly identified as belonging to you, your instructor will only communicate with you via email using your GMU address, and your instructor will not discuss grades via email. Students must use their MasonLive email account to receive important University information, including messages related to this class. See [http:// masonlive.gmu.edu/](http://masonlive.gmu.edu/) for more information.

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to a campus that is free of sexual misconduct and incidents of interpersonal violence in order to promote community well-being and student success. Faculty members are required to report incidents of sexual misconduct to the University Title IX Coordinator.

Fall 2020 Monday/Wednesday Tentative Schedule

Week	Day	Topic & Reading Due	Do in class
1	02/23	Syllabus, Schedule HMWK: Appendix III Chapter 1	Course Introduction and Policies
2	03/02	Resumes and Cover Letters Create LinkedIn Profile Explore GMU Career Services Website Register for Hire Mason Bring to class: Resume draft, cover letter draft, job/internship printout	Resume Workshop Guest speaker Sangyong Lee
3	03/09	Elevator Speeches For speech day, bring: Full sentence outline Business Card	Discussion: elevator speech and preparation Discussion: mock interview assignment Discussion: email etiquette Speech outlining
4	03/16	Interviewing * Appendix I * Chapter 6 Familiarize yourself with InterviewStream <Q1>	Final draft of resume and cover letter to me and your interviewing partners Typed interview questions and answers
5	03/23	Draft of interview questions and answers Communication, Culture, and Work * Chapter 2	Mock Interviews
6	03/30	Listening * Chapter 3 Verbal & Nonverbal Messages * Chapter 4	
7	04/06	Interpersonal Skills * Chapter 5 InterviewStream assignment due <Q2>	
8	04/13	Working in Teams * Chapter 7 * Chapter 8	
9	04/20	Informative Presentations * Appendix II <Q3> Business Presentations * Chapter 12 * Chapter 9	

10	04/27	Supporting Presentations Discussion: Internet research * Chapter 10	Speech Draft 1 and Visual Aid Delivery Workshop speech drafts
11	05/04	Spring Recess * Chapter 11	No Class Draft 2 of speech including outline, visual aid printouts
12	05/11	Informative Speeches <Q3>	
13	05/18	Bargaining and Negotiation	Workshop persuasive pitches
14	05/25	Persuasive Pitches	On speech day, submit group outline, works cited page, powerpoint printout
15	06/01	Catch Up Week	
16	06/08	Reading Day	No Class
FINAL EXAM: None			

Quiz #1 - #2 - #3 - #4 Info:

BLACKBOARD (subject to change) on Text Chapters & Class Activities

An instructor gives a test to discover how much course content the student has learned or understood.

- 4 x Quizzes: 20 Multiple Choice for each quiz @ 2 points per question = 40 points each quiz
- Multiple Choice: Knowledge: Recall information, listing, naming, observation
Comprehension: Translating, summarizing, demonstrating
Application: Using & applying knowledge; using problem solving methods
- Content / Study: Text chapters – principles – concepts – key terms – lectures
- Text Readings: To inform & educate & improve thinking about concepts
- Short on study time? Try to SCAN – SKIM – HIGHLIGHT your text.
“Multiply the # of pages you have to read by 5 minutes.” (Cornell University, 2018)
- Quiz Reviews: Most quiz material is covered during class, but SOME is NOT COVERED in class
- Confusing Concepts: Ask questions in class, so the we can address anything not understood.
- Missed Questions: Final score can be viewed on Blackboard (after end perimeter)

Quiz #1 - #2 - #3 - #4 Policy: (VERY IMPORTANT)

- DATES & TIMES: Listed on Course Schedule
- TIMED: 20 minutes to complete each quiz.
- MISSED QUIZ:** **Sadly** ... you missed it. (Do not wait until the last minute.)
“:30 - :60 seconds per question” (The Chronicle of Higher Education, 2007)
- EXCEPTIONS: **Pre-arranged (by week #2) for GMU sponsored activities or religious holidays**
 - Provide: Documentation w/ dates + pre-arrange quiz date by Week #2 of semester
- MAKE UP:** ONLY for EMERGENCIES – provide complete documentation (in hospital, etc.)
 - Logistics: Taken in hard copy @ a specific time & location. NOT the same as Blackboard
 - Format: 20 short answer + fill-in-the-blank. Timed: 20 minutes. Possibly, NO text used.

Tips for taking online quizzes:

1. Technical Issues: Ensure laptop/technical device supports a Blackboard quiz (Chrome)
2. Location: Set aside a quiet space to take the quiz without interruption.
3. Time: Set aside enough time without interruption.
4. Timed Exam: Automatically submits once the time period concludes.
Your time advances once you log in ... DO NOT walk away and return.
5. Quiz Monitoring: Blackboard indicates the time the exam was taken and length of time to complete.

Oral Presentation Policy:

1. ALL ASSIGNMENTS: REQUIRED TO SUCCESSFULLY PASS THE COURSE!
 - DUE DATES: Think professionalism because ... The show must go on. Specific dates are listed.
 - EXCEPTIONS: Previously arranged at the beginning of the term!
 - The instructor is reasonable.
2. NO MAKE-UPS: NONE SCHEDULED – this is a professional environment.
 - ABSENT: Last minute email/text to a colleague/ instructor translates to = you are unprepared.
 - EXCEPTIONS: Documented emergencies, i.e. in hospital – contact instructor immediately
3. LATE ARRIVALS: PROBLEMATIC! Expect the unexpected.
 - Being listed into the speaking rotation is not automatic and may not be able to take place.
 - **15 minutes late:** Expect **-10 points** late penalty on the speech grade
 - **30 minutes+ late:** Expect to begin with only **-1/2 of the points** for that presentation.
4. VIDEO RECORDING: Personal cell / laptop & sometimes the instructor

Oral Presentation Assessments:

1. Assessment: Advanced speaking expected – organization – content – style – delivery.
 - POW Power: Professional (**P**) – Organized (**O**) – Well-Rehearsed (**W**) = your **POW** Power
 - Presentation: Followed directions & presented on time and when scheduled
 - Time limits: **-2 points for each :05 seconds over/under time limit**
“TIME” is called after approximately 30 seconds over - **expect -10 points.**
2. Presentation Aids: PowerPoint Assessment:
 - Implemented: Visual design principles & adapted structure elements & college level complexity.
 - Knowledge of: Finding, loading, and smooth execution. **Set up before class begins.**
 - Assistance: Buddy up w/ your responsibility partner; a professor is not your tech assistant.

Outlines + Written Assignments:

1. SUBMIT: On time on scheduled date in **HARD COPY** @ the beginning of the class
 - Resume – cover letter – interview questions – outlines – symposium materials, etc.
 - Printing: Student responsibility – An instructor is not your personal printer
2. LATE: 15+ minutes or more = you are still working on your assignment = -5 penalty
 - NO submission on due date IN **HARD COPY** = late penalty
3. ABSENT: **YOUR OUTLINE IS STILL DUE – in HARD COPY**
 - Email copy **to a responsibility partner** to PRINT + SUBMIT on DUE DATE/TIME
 - Reminder: that an instructor is NOT your personal printer.
4. OUTLINES: FULL SENTENCE – Labeled Preparation Outline – TYPED – PRINTED
 - **NO OUTLINE** + printed PowerPoint (if required) = NO delivery of the speech.
 - Times New Roman – 12 font size – 1” margins – hand inserted corrections permitted
 - Updated / revised / adding more or new information to outlines NOT accepted
5. BLACKBOARD: Screenshot assignments – posted on Blackboard – check for assignment/date/time

Written Assignments – Evaluation Criteria: Characteristics of a graded paper:

- College level writing: clarity, appropriateness of language, syntax, grammar, APA style
- Typed – Grammar/spell check

- A-> Excellent - Stands apart from the rest; quality of work, beyond normal requirements; demonstrates originality of thought; interesting analysis, exceptional organization, synthesis of concepts w/ exemplary clarity, fluency and conciseness; writing style is free of all major errors
- B-> Very Good - Good at all of the above. Shows a reasonable understanding of concepts and theories. Clearly above average performance and reflects some good thought and analysis, but does not develop the concepts in an extraordinary or novel way. Analysis is above average. Fairly well organized. Contains elements above basic requirements. Some minor flaws.
- C-> Satisfactory - Introduces concepts and theories but does not thoroughly examine. Basic understanding with only an acceptable ability to apply concepts and theories; conforms to assignment w/out major flaws; organization is average; requirements met, little originality, some flaws.
- D-> Minimal - A vague structure. Application of concepts is not specific or, in some cases, correct. Errors reflect proofread issues. Lowest passing grade; min requirements met - without distinction.
- F-> Failure - Directions & requirements not followed/met – concepts, organization, writing, grammar errors.

Criteria For Evaluating Speeches:

- Characteristics: “A” speech (90% - 100 % of available points)
 - Conforms to all speech requirements.
1. Arrival: On time, PREPARED, ready to deliver on the due date at the beginning of class.
 2. Length: Delivered within the exact time perimeters.
 3. Topic: Business comm focus + appropriate and challenging issue for a collegiate audience.
 4. Content: Contributed to the knowledge and interest of the audience.
 - Followed assignment directions which reflected the general purpose of assignment.
 5. Language: Used appropriate language for a collegiate audience.
 6. Support: Evidence & material interesting & varied used quotations, testimony, examples, statistics.
 - If appropriate: demonstrated an effective use of ethos, pathos, and logos
 7. Organization: Clear main points with the central idea/thesis statement evident throughout the speech.
 8. Introduction: Fulfilled ALL criteria: attention, central idea, ethos, audience interest, preview of points.
 9. Conclusion: Fulfilled ALL criteria: transition, reviewed points, link to introduction, closing statement.
 10. Transitions / Internal Summaries:
 - Used appropriate transition words, provided clear delineation of parts and points.
 11. Citing Sources: Authentic – academic – orally, precisely, prolifically used, “according to . . .” w/ dates.
 12. Other Requisites: Fulfilled ALL criteria for assignment
 - Presentation aids were well selected – designed – not just bullets – smooth use
 - Visual screens complimented topic + content, followed all facets of layout & design
 - Used note cards – Video-recorded speech
 13. Vocal Delivery: Strengthened message by demonstrating practice and rehearsal – not just oral reading
 - Extemporaneous, engaged & interest in the topic, message, and audience
 - Professional demeanor w/out serious errors in grammar – pronunciation – articulation.
 14. Physical Delivery: Strengthened message by demonstrating practice and rehearsal
 - Demonstrated confident posture – void of stiff, awkward, or nervous movements
 - Used natural gestures & movements
 - Facial expressions exhibit interest in topic & audience
 15. Eye contact: **SPEECH IS NOT READ!**
 - Maintained w/ entire audience 75% - 85% of the speech – comfortable & confident.

STUDENT SIGNATURE: _____
(Your contract w/ the course instructor & requirements.)