1

**CMS 320: BUSINESS AND PROFESSIONAL SPEAKING**

**Spring 2015**

<table>
<thead>
<tr>
<th>Course Information</th>
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<tbody>
<tr>
<td>Section:</td>
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<tr>
<td>Meet:</td>
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<td>Time:</td>
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<tr>
<th>Instructor Information</th>
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<tr>
<td>Instructor:</td>
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<tr>
<td>Office:</td>
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<td>Office Hours:</td>
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</tbody>
</table>

**Contact Information**

Email: angela.mcgowan@eagles.usm.edu
Website: http://angelammegowan.weebly.com/

**Required Text**


**Course Description**

Some verbal and nonverbal messages capture our attention in compelling ways, yet messages may go unnoticed or are misunderstood. CMS320 is designed to illuminate the landscape of the communication process within your world of work. My goal as your instructor is to enhance your ability to communicate with your current and/or future boss, coworkers, employees, customers, and other stakeholders (e.g., the community or stockholders), because successful communication will affect your workplace satisfaction and success.

This course is designed to fulfill the General Education 08, which contains a speaking intensive requirement and addresses GEC Student Learning Outcome 1B (“Students will demonstrate the ability to develop and focus on one topic in speaking assignments and present ideas in an organized, logical, and coherent form.”).

**Course Objectives:**

By the end of this course, you should be able to:

1. Demonstrate an understanding of the fundamental elements and philosophies of communication as they apply to business and professional settings.
2. Understand, identify, and incorporate essential processes of communication with an emphasis on nonverbal, group and organizational interaction, public address, and interpersonal sensitivity.
3. Demonstrate learned skills such as public speaking, building a resume and cover letter, interviewing, group communication, and interpersonal sensitivity.
4. Refining prepared and extemporaneous speaking abilities, in addition to using visual aids.

**Course Policies:**

1. **General**: I am committed to having a supportive instructional climate, which means that both students and instructor are responsible for the accuracy, quality, and complete citations of all evidence and are respectful.

2. **Attendance**: Success in the course depends on how prepared you are and how willing you are to share your ideas and take part in activities and assignments. Four absences are acceptable. Arriving late to class (after 10:03am) and/or leaving early (before 10:50am) three times will result in one absence. For an absence or tardy to be excused, we must discuss your reason for missing class and agree that it merits an excuse before you miss class. Each absence in excess of four will result in an overall grade deduction. It is your responsibility to get the information you missed from a classmate, including any assignments made during that time.
   - Presentation-day attendance. Attendance as a speaker, critic, and audience member is required on all presentation days. You will receive one letter grade deduction for arriving late on the day that you are scheduled to present your informative and persuasive presentations.
   - Exam day attendance. Once the exam has been distributed, you cannot leave the room until you finish your exam.

3. **Participation**: You will be graded on how enthusiastically you approach learning opportunities, suggest new ideas, support and encourage your classmates, and apply information and activities to life-world situations. Participation points can only be earned if you attend class and stay for the entire 50 minutes.

4. **Late work**: All work is due by a designated day and time. Failure to submit your work when it is due will result in a zero for the assignment. Deadlines apply even if you are not in class the day the assignment is submitted.
   - Written work. All work is due at within the first five minutes of class (by 10:05am) and may not be accepted or may receive a severe grade deduction if it is turned in when class is dismissed.
   - Late presentations. All arrangements for missing a presentation must be made prior to the time the presentation is scheduled. If such arrangements are not made, then you may not be allowed to make up the presentation and may receive
a zero for that assignment. All medical excuses must be accompanied by appropriate documentation from a physician. To make up a presentation, you must submit your documentation through the Office of Student Oriented Services. Contact Alfreda Horton (alfreda.horton@usm.edu). Even if you make arrangements, your grade on a late presentation assignment may be reduced. If you have a group member that withdraws from the class before delivering your group presentation, you are responsible for making up his or her work and giving the presentation on the schedule day and time. If you have a group member that is sick on the day of your group presentation, you still deliver the presentation on the schedule day and time and the other student will deliver his or her portion of the presentation when she or he returns to school.

- Late examinations. If you miss the examination and have a legitimate reason for doing so, you must make it up within a reasonable time (normally 3 days or less). All arrangements for missing the examination must be made prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given, and you will receive a zero for that assignment.

5. Written work: All work must be written in APA style, which includes having 1” margins, double spaced, page numbers, stapled, and typed in 12 point Times New Roman font. Refer to the American Psychological Association website (http://www.apastyle.org) for the most current rules for APA style.

6. Electronics: Turn off your cell phone and put it away for the duration of class. You may not use your cell phone to take pictures of PowerPoint slides and writing on the white board in lieu of writing notes. Laptops and tablets are not required for class, but you may be asked to bring them on specific days.

Course Assignments

1. Elevator Pitch (50 points): In this economic climate, many job and network opportunities occur spontaneously. You happen to be in the elevator with the CEO of your organization and now have an opportunity to promote yourself. Are you ready to take advantage? You will craft a pitch selling yourself, your vision, or your business in a short one-minute presentation.

2. Group Informative Presentation (200 points): In groups of 4-5, students will work together to create 20-25 minute informative presentation. This assignment asks you to come to terms with a topic related to your ideal career, a topic related to professional etiquette, communicating for results, or difficult office situations. You will work together to find relevant research, build a competent PowerPoint presentation, construct a well-organized outline, and deliver an extemporaneous presentation.

3. Persuasive presentation (200 points): Persuasive business speech topics attempt to convince an audience of a different point of view and/or to change the audience’s behavior about a given topic. You attempt to convince the audience to buy your product or service, to support your goals or concepts, or to change their minds and attitudes. You will have 7-9 minutes to deliver a well researched and clearly organized persuasive presentation that is motivational and confrontational.

4. Resume and Cover Letter (200 points): You will create (or update) a resume and cover letter catered toward an actual, existing ideal job posting you find online (or a promotion within your current organization or company). To successfully complete the assignment, you will find a job where you are qualified to work right now, except you need not be concerned with geography or time.

5. Job Interview (100 points): You will assume the role of interviewee. You will provide the interviewer with a copy of your cover letter, resume, and the ideal job posting or current company/organization promotion description. Each job interview will last between 7 and 9 minutes.

6. Exam 1 (125 points) & Exam 2 (125 points): Exam one will cover the first half of the course, while the second exam will cover the second half of the course. A study guide will be provided for each exam. Each exam will include matching, multiple choice, and short answer questions. Application and identification are stressed more than mere memorization of material.

Grading

- Final grades are based on an absolute point total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the instructor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A).

- After a grade is returned, you have 7 days to resolve questions about the grade with the instructor. If you wish to discuss a grade, you must set up an appointment with the instructor no later than four days after the assignment is returned. Prior to the meeting, it is asked that you go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned after one week upon return to the student.
University ethics
The following is a quotation from the USM Undergraduate Bulletin: “When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

USM services
- The Speaking Center (117 Cook Library) can assist beginner and advanced students with presenting professional presentations. The service is free and is staffed by trained undergraduate and graduate peer-consultants. Visit the center in Cook Library next to Starbucks and the Writing Center on the first floor. You may also visit www.usm.edu/speakingcenter to view center hours and schedule appointments.
- Career Services is a team of professionals committed to providing resources, services and opportunity for students, alumni, and employers in academic, job related and career endeavors. You’ll want to familiarize yourself with their website: http://www.usm.edu/career-services/contact-career-services.

Americans with Disabilities Act (ADA):
If you have a disability that qualifies under the ADA and requires accommodations, you should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. You can contact ODA if you are not certain whether a medical condition/disability qualifies.

- Address: The University of Southern Mississippi, Office for Disability Accommodations
  118 College Drive #8586, Hattiesburg, MS  39406-0001
- Voice Telephone: (601) 266-5024 or (228) 214-3232
- Hearing impaired: Mississippi Relay Service at 1-800-582-2233 (TTY)
- Email Suzanne.Hebert@usm.edu

<table>
<thead>
<tr>
<th>Project</th>
<th>Points Earned</th>
<th>Total Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevator Pitch</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Informative Present</td>
<td>200</td>
<td></td>
<td></td>
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<tr>
<td>Persuasive Presentation</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>125</td>
<td></td>
<td></td>
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<tr>
<td>Cover Letter/Resume</td>
<td>200</td>
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<tr>
<td>Job Interview</td>
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<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
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<th>Final Grade</th>
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<td>899-800</td>
<td>89-80%</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>799-700</td>
<td>79-70%</td>
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<tr>
<td>D</td>
<td>699-600</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>599-below</td>
<td>59-below</td>
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### Tentative schedule

*Subject to Revisions*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>1/12</td>
<td>• Course introduction</td>
<td></td>
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</table>
|      | 1/14 | • Communication defined (pp. 3-4)  
• The basic transaction model expanded (pp. 5-21) | Ch. 1  
The communication process |
|      | 1/16 | • Managing conflicts in the workplace: Conflict strategies (pp. 67-72) | Ch. 3  
Conflict, Culture, and Relationships |
| **2** | 1/19 | *Martin Luther King Day* | **No Class** |
|      | 1/21 | • Effective team participants perform needed task and maintenance roles (pp. 294-297) | Ch. 10  
Participation and Leadership in Small Groups |
|      | 1/23 | • Effective team leadership (pp. 297-307) | Ch. 10  
Participation and Leadership in Small Groups |
| **3** | 1/26 | • Informative presentations: Planning–Audience analysis & topic selection (pp. 318-324) | Ch. 11  
Informative Presentation |
|      | 1/28 | • Informative presentations: Researching (pp. 324-331)  
• Verbal supporting materials: Types of verbal support & citing sources of supporting material (pp. 354-364) | Ch. 11  
Informative Presentation  
Ch. 12  
Verbal & Visual Supporting Material |
|      | 1/30 | Informative presentations: Organizing–Body of presentation (pp. 332-336) & outlining (Blackboard handouts) | Ch. 11  
Informative Presentation |
| **4** | 2/2  | Elevator Pitch | |
|      | 2/4  | • Informative presentations: Organizing–Introduction, conclusion, transitions (pp. 336-340) | Ch. 11  
Informative Presentation |
|      | 2/6  | • In-class Group Workday | ❖ Meet in Think Center, located in the International Building (Room #319) |
| **5** | 2/9  | • Visual Supporting materials: Visual aids (pp. 364-389) | Ch. 12  
Verbal & Visual Supporting Materials |
|      | 2/11 | • In-class Group Workday | ❖ Meet in Speaking Center, located in the Cook Library Building (Room #117) |
|      | 2/13 | Exam One (Ch. 1, 3, 10, 11, 12) | |
| **6** | 2/16 | *Mardi Gras* | **No Class** |
|      | 2/18 | • Communicator anxiety (pp. 176-183)  
• Informative presentations: Delivery (pp. 340-346) | Ch. 6  
Ch. 11  
Delivery & Communication Apprehension |
|      | 2/20 | Group presentations: Informative Speaking | Groups 1 & 2 |
| **7** | 2/23 | Group presentations: Informative Speaking | Groups 3 & 4 |
|      | 2/25 | Group presentations: Informative Speaking | Groups 5 & 6 |
|      | 2/27 | TBD | |
| **8** | 3/2  | • Persuasive Presentations: Persuasion defined & types of persuasive presentations (pp. 394-395)  
• Persuasive Presentations: Deciding how to organize your presentation for the best effect (p. 413) | Ch. 13  
Persuasive presentations |
|      | 3/4  | • Persuasive Presentations: Theory/Evidence & Logic of the message, counter persuasion (pp. 396-402, 410) | Ch. 13  
Persuasive presentations |
|      | 3/6  | • Persuasive Presentations: Theory/Credibility of speaker (pp. 403-407) | Ch. 13  
Persuasive presentations |
<p>| <strong>9</strong> | 3/9-3/13 | Spring Break | <strong>No Class</strong> |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>10</td>
<td>3/16</td>
<td>• Persuasive Presentations: Theory/Psychological needs of listeners (pp. 407-410)</td>
<td>Ch. 13 Persuasive presentations</td>
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<td>• Persuasive Presentations: Preparation Steps (pp. 411-420)</td>
<td>Ch. 13 Persuasive presentations</td>
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<td>3/20</td>
<td>• In-class Workday</td>
<td>❖ Meet in Think Center, located in the International Building (Room #319)</td>
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<td>11</td>
<td>3/23</td>
<td>• Presentation 2: Persuasive presentations</td>
<td>Presenters 1-5</td>
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<td>3/25</td>
<td>• Presentation 2: Persuasive presentations</td>
<td>Presenters 6-10</td>
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<tr>
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<td>3/27</td>
<td>• Presentation 2: Persuasive presentations</td>
<td>Presenters 11-15</td>
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<tr>
<td>12</td>
<td>3/30</td>
<td>• Presentation 2: Persuasive presentations</td>
<td>Presenters 16-20</td>
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<td>4/1</td>
<td>• Presentation 2: Persuasive presentations</td>
<td>Presenters 21-25</td>
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<td>4/3</td>
<td>Good Friday Holiday</td>
<td>No Class</td>
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<tr>
<td>13</td>
<td>4/6</td>
<td>• Types of nonverbal communication and their effects on business communication (pp. 137-153)</td>
<td>Ch. 5 Nonverbal communication</td>
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<td>4/8</td>
<td>• Interviewee: Preparing for the job hunt (pp. 227-229)</td>
<td>Ch. 8 The employment interview</td>
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<tr>
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<td>4/10</td>
<td>• Out of class Workday</td>
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<tr>
<td>14</td>
<td>4/13</td>
<td>• Preparing a resume (pp. 229-240 &amp; 441-445)</td>
<td>Ch. 8 The employment interview</td>
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<tr>
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<td>4/15</td>
<td>• Preparing a letter of application or cover letter (pp. 240-241)</td>
<td>Ch. 8 The employment interview</td>
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<tr>
<td></td>
<td>4/17</td>
<td>• Interviewee: Preparing for the interview (pp. 241-246)</td>
<td>Ch. 8 The employment interview</td>
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<tr>
<td></td>
<td>4/20</td>
<td>• Interviewee: Carefully plan answers to probable questions (pp. 246-248)</td>
<td>❖ Meet in the Speaking Center’s Workshop room (Cook Library Room 117)</td>
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<tr>
<td></td>
<td></td>
<td>• Practice interviewing</td>
<td>Email Resume &amp; Cover Letter to Ms. Davis or Ms. Norris</td>
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<tr>
<td></td>
<td>4/22</td>
<td></td>
<td>Exam 2 (Ch. 5, Ch. 6 &amp; 11: delivery &amp; communication apprehension, Ch. 8, Ch. 13)</td>
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<td>4/24</td>
<td>Professional Interviews with Ms. Davis (10-11:30am)</td>
<td>Interviewees 1-8</td>
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<td></td>
<td>Interview in the Speaking Center’s Conference Room</td>
<td></td>
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<tr>
<td></td>
<td>4/27</td>
<td>Professional Interviews with Ms. Norris (10-11:30am)</td>
<td>Interviewees 9-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview in the Speaking Center’s Conference Room</td>
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<tr>
<td></td>
<td>4/29</td>
<td>Professional Interviews with Ms. Davis (10-11:30am)</td>
<td>Interviewees 18-25</td>
</tr>
<tr>
<td></td>
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<td>Interview in the Speaking Center’s Conference Room</td>
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<tr>
<td>15</td>
<td>5/1</td>
<td>Exit Interviews &amp; return assignments</td>
<td>Meet in Classroom</td>
</tr>
</tbody>
</table>

*We will not meet during finals week.*
ELEVATOR PITCH ASSIGNMENT GUIDELINES

Due: February 2, 2015 at 10am  
Worth: 50 points

RATIONALE:
In this economic climate, many job and network opportunities occur spontaneously. You happen to be in the elevator with the CEO of your organization and now have an opportunity to promote yourself. Are you ready to take advantage? The name “elevator pitch” reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or under 1 minute. This skill is important to a salesperson or entrepreneur; but it's equally important for job seekers, podcasters – everyone.

DIRECTIONS:
If you were at a networking event, you wouldn’t have a notecard in front of you; consequently, your elevator pitch should be memorized and delivered without notes. Your pitch should be between 45 seconds and 1 minute and 15 seconds. The pitch should be written in present day, meaning everyt thing you say in the pitch applies to what you’ve accomplished today. You’ll deliver your speech as a USM student, so you should use all your experiences up to this point (e.g., job and volunteer experiences, leadership positions you’ve held, courses you’ve taken that are relevant to the job you want, etc.). Your target audience is “pretend” in the sense that it’s someone that runs the company, nonprofit, hospital, etc. that you want to work for.

Example: You want to be a marketing consultant for Target Corporation. You’re at a networking event and you meet Jeffrey Jones. Mr. Jones is Target’s Chief Marketing Officer. You should use your past and present experiences explain why you're the ideal person to hold a marketing job at Target.

Your pitch like a short commercial that is clear, concise, and compelling. Your pitch should have 5 parts:
1. **State your full name**  
   ❖ Introduce yourself
2. **How you will help the person you’re talking to (the employer is your audience)**  
   ❖ Identify personality traits/strengths that you posses that the employer might be looking for in a future employee
3. **What you do**  
   ❖ What you have to offer the potential employer— what kinds of contributions could you make to the company?  
   ❖ Why are you interested in working at the organization?
4. **Why you’re unique or the best person for the job**  
   ❖ What are 3-4 unique experiences/qualification?
5. **A call to action**  
   ❖ Appropriate conclusion entices the employer to invite you to his or her office for further discussion

Due day of presentation:
1. Printed, double-spaced manuscript of elevator pitch
2. Evaluation form (page 2)

**Example - Lisa Marshall’s pitch:**

Adapted from: How to Make a Good Pitch, Episode 66: November 17, 2011 by Lisa B. Marshall

1. Hi, I'm Lisa, Lisa B. Marshall. [my name]  
2. I’m a communication expert who helps people improve their public speaking, interviewing, networking, and web communication. [my area of expertise, and how I help]  
3. I offer workshops, keynotes, and consulting. I'm also host of a weekly podcast called The Public Speaker and I recently completed an audiobook on interviewing skills, called The Public Speaker’s Guide to Ace Your Interview. [what I do]  
4. My programs are packed with research-based content that is very practical, actionable, and fun. [why I’m different or the best]

To listen to the free podcast, or hear a clip from the interviewing audiobook, or to learn more about my services, visit www.lisabmarshall.com. [my call to action or what I want you to do] Elevator Pitch Evaluation Form
**Elevator Pitch Evaluation Form**

**Explanation of Points**
You can earn 0-3 or 0-8 points for each criterion listed below. The table below explains the grade and points.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent, perfect, extraordinary effort, couldn’t be improved</td>
<td>3/3</td>
</tr>
<tr>
<td>B</td>
<td>good, above average, decent effort, some flaws to fix for next time</td>
<td>2.5/3</td>
</tr>
<tr>
<td>C</td>
<td>average, attempted criteria but confusing, minimum effort, could do more</td>
<td>6/8</td>
</tr>
<tr>
<td>D</td>
<td>deficient, below average, negligible effort, much room for improvement</td>
<td>2/3</td>
</tr>
<tr>
<td>F</td>
<td>poor, missing from presentation, no effort, not done</td>
<td>0/3</td>
</tr>
</tbody>
</table>

**APPEARANCE**
___ Well groomed (hair, clothes pressed, appropriate attire, etc.) (3 points for each) Total: ________/03

**ORGANIZATION**
___ How you’ll help the person you’re talking to (8 points for each) Total: ________/32
___ What you do
___ Why you’re unique
___ Call to action

**BODY LANGUAGE/ORAL COMMUNICATION**
___ Eye contact (3 points for each) Total: ________/15
___ Volume & tone professional (including verbal fillers and clarity)
___ No fidgeting, standing straight
___ Credibility (confident)
___ Knew entire pitch

**Requirements** (-2 points for each that are not done)
___ Not meet time (TIME: ________)
___ Handed in printed copy of elevator pitch
___ Handed in rubric

A+ 50
A 48
A- 45
B 43
C 38
D 34

Points Earned _________ - Deduction(s) _________ = _________ / 50

**FEEDBACK**
CMS 320: GROUP PRESENTATION ASSIGNMENT GUIDELINES

**Due:** February 20, 23, or 25, 2015  
**Worth:** 200 points  
  20 points = Group members’ performance appraisal of a teammate  
  180 points = Score earned as a group

**Rationale:**  
A large part of the professional world involves working with other people in groups/teams. The purpose of this assignment is to give you hands on experience collaborating with other people on assignments. When you deliver team presentations in a work environment, you are usually assessed as a group, with each team member contributing equally. Given this, it is important that you learn to work as a team and be exposed to the experience of having your success depend upon the cooperation of your team members.

**Description:**  
You and your team will find relevant research, build a competent PowerPoint presentation, construct a well-organized outline, and deliver an extemporaneous presentation. As a team, you should demonstrate knowledge about the topic and use evidence to support your claims. This means you must have updated evidence and knowledge of the history of the topic. All the team’s main points will support a central thesis statement.

**Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Small Groups</td>
<td>4-5 people</td>
</tr>
<tr>
<td>Time</td>
<td>20-25 minutes</td>
</tr>
<tr>
<td></td>
<td>The group’s introduction and conclusion will be timed. If the introduction and conclusion are overly lengthy or super short it will be reflected in the group’s grade.</td>
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<tr>
<td>Outline</td>
<td>Full sentence preparation outline</td>
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<tr>
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<td>Times New Roman Font, font size 12, double-spaced, with page numbers</td>
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<tr>
<td>Sources/Evidence</td>
<td>Each person must use a minimum of 3 sources. Sources count only if orally cited.</td>
</tr>
<tr>
<td></td>
<td>Each person should have at least 3 oral citations during his/her portion of the group presentation (include the author, title, and date).</td>
</tr>
<tr>
<td></td>
<td>Each person can only use 1 credible website.</td>
</tr>
<tr>
<td></td>
<td>If a person chooses to conduct an interview, no more than 1 credible person will count as a source.</td>
</tr>
<tr>
<td></td>
<td>Each person must cite different sources, meaning group members cannot use the same sources.</td>
</tr>
<tr>
<td></td>
<td>The group should have anywhere from 12 to 15 sources cited during the entire group presentation.</td>
</tr>
<tr>
<td>Introduction/Conclusion</td>
<td>Each group member must speak in the introduction.</td>
</tr>
<tr>
<td></td>
<td>Each group member must speak in the conclusion.</td>
</tr>
<tr>
<td>Body</td>
<td>Each person must present 2 main points.</td>
</tr>
<tr>
<td></td>
<td>Speakers can deliver main points two at a time, or one at a time.</td>
</tr>
<tr>
<td></td>
<td>Each main point should include 2 subpoints and 2 evidences under each sub point.</td>
</tr>
<tr>
<td></td>
<td>Speakers should transition between main points.</td>
</tr>
<tr>
<td>Reference Page</td>
<td>Each person should have a minimum of 3 sources cited in the group’s reference page.</td>
</tr>
<tr>
<td></td>
<td>Use APA reference style.</td>
</tr>
<tr>
<td></td>
<td>Divide the reference page according to the speakers.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Group members must dress professionally (<a href="#">business casual</a>).</td>
</tr>
<tr>
<td></td>
<td>The group should deliver the presentation extemporaneously.</td>
</tr>
<tr>
<td>Notecard</td>
<td>One 4x6 or 5x8 notecard per person.</td>
</tr>
<tr>
<td></td>
<td>Use only one side of an actual notecard.</td>
</tr>
<tr>
<td></td>
<td>You may also have one 4x6 or 5x7 notecard for the group’s introduction and conclusion.</td>
</tr>
</tbody>
</table>
### Requirements | Details
--- | ---
**Visual Aids** | • PowerPoint must be used to supplement the presentation, with the presentation consisting of no more than 12 slides following the 6x6 rule.
• The title slide, transition slides, and picture-only slides do not count towards the allotted 12 slides.
• Pictures and graphs are welcome. No video.
• Save the PowerPoint as .ppt (my computer cannot open .key documents)
• You may use poster board and flipchart paper.
• Email me (angela.mcgowan@eagles.usm.edu) your Power Point a least 2 hours prior to your presentation.
• Bring a back up copy of your slides on CD, jump drive, or on your own laptop.

**Binder** | • Submit your project in a ½”-1” three-hole punch binder.
• The binder should include, in logical order, printed copies of the following:
  ◊ Title page listing members’ full names and title of the presentation
  ◊ One copy of the group outline
  ◊ One copy of the group grading rubric
  ◊ One copy of the group’s reference page (divide the sources according to presenters)
  ◊ One copy of the group’s PowerPoint slides (print them in 3-slide handout form)
  ◊ One copy of the group time sheet (see page 4)
• The group may lose up to 5 points per item that is not submitted.

**Evaluation Form** | • Complete a group member evaluation form for each person in the group (see page 5).
• Fill the form out directly after the presentation and hand in the forms right after your presentation to ensure anonymity.

Note on Group Work

Each individual is accountable for his or her work. The expectation is that each student will do his or her part, and if this does not happen, it is up to the team members to decide how to handle the situation. Once the team makes a decision about what to do about the difficult person, I would like written notification explaining what action the team plans to take. If the situation gets to the point where the team would like to ask a person to leave the group, students should set up a time in which all group members can meet with me to discuss the situation. Further instructions will be given at that time.

May want to use: Dropbox, Google Drive, Group Meet, and Doodle.

Also note on page two of the syllabus: If you have a group member that withdraws from the class before delivering your group presentation, you are responsible for making up his or her work and giving the presentation on the schedule day and time. If you have a group member that is sick on the day of your group presentation, you still deliver the presentation on the schedule day and time and the other student will deliver his or her portion of the presentation when she or he returns to school.

Possible Topics

As a group, you should select one major category for which you’d like to present information.

1. **Problems in Business**: Each person should pick a controversial topic that relates to businesses and inform the audience about the topic (e.g., maternity/paternity leave, child care, greenhouse gas limits, issues related to pay, employer health insurance mandate, raising minimum wage, affirmative action, drug testing, etc.).

2. **Business-related Policy Issues**: Deliver a group presentation that teaches your audience about policies that effect businesses (e.g., Equal Pay Act of 1963, Civil Rights Act of 1991, etc.).

3. **Business Ethics/Industry-Specific Problems**: Each person should research an action that a company has done that the public deems questionable (e.g., Facebook’s research policy, magazines photo shopping models, controversies in the music industry, athletics, etc.)
4. **Celebratory**: Create an entertaining yet appropriate presentation designed to acknowledge or celebrate the accomplishments of a group, couple, or individual that has made a difference in your field of study.

5. **Leaders**: Keeping in mind a particular industry, business, branch of local, state, or federal government, etc. inform your audience about leaders, foreign or domestic, who have had a profound impact on society. Everyone should not present on the same person.

6. **Difficult Office Situations**: Inform the audience about how to handle situations they may encounter in the workplace (e.g., coworker conflict, taboo topics, office gossip, sexual harassment, pay negotiation).

7. **Professional Etiquette Tips**: Inform your audience on tips for how to be successful in the workplace (e.g., work dinner etiquette, email etiquette, social media etiquette, etc.).

8. **High Employee Satisfaction**: Inform the audience on businesses that are credited with having high employee satisfaction. Fortune magazine just released their *One Hundred Best Companies to Work For* list for 2014.

---

**CMS320- Informative Presentation Groups**

**DUE: February 20**

<table>
<thead>
<tr>
<th>GROUP 1: Leaders</th>
<th>GROUP 2: Difficult Office Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oliver Bates</td>
<td>Shiyunna Bradley</td>
</tr>
<tr>
<td>Arthur Price</td>
<td>Chris Cotton</td>
</tr>
<tr>
<td>Allison Walters</td>
<td>Kelli Navarra</td>
</tr>
<tr>
<td>Devonte Foster</td>
<td>Kristina Carraway</td>
</tr>
<tr>
<td>Marvin Calvin</td>
<td></td>
</tr>
</tbody>
</table>

**DUE: February 23**

<table>
<thead>
<tr>
<th>GROUP 3: Professional Etiquette</th>
<th>GROUP 4: Problems in Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor Strickland</td>
<td>Vincent Ferrer</td>
</tr>
<tr>
<td>Jenna Matthews</td>
<td>Fenil Patel</td>
</tr>
<tr>
<td>Austin Cox</td>
<td>Jaylen Hackett</td>
</tr>
<tr>
<td>Damian Washington</td>
<td>Shelby Beech</td>
</tr>
<tr>
<td>Taylor Blackwell</td>
<td></td>
</tr>
</tbody>
</table>

**DUE: February 25**

<table>
<thead>
<tr>
<th>GROUP 5: Celebratory</th>
<th>GROUP 6: Business Related Policy Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Thompson</td>
<td>Vaniecia Wilson</td>
</tr>
<tr>
<td>Tiana Bryant</td>
<td>Tyler Sudduth</td>
</tr>
<tr>
<td>Shaun Hollywood</td>
<td>Marquise Richard</td>
</tr>
<tr>
<td>Larry Avant</td>
<td>Xavier Brown</td>
</tr>
</tbody>
</table>
Example Outline (each teammate should deliver two main points; consequently, each presentation should contain 8-10 main points) See Blackboard for a sample group outlines.

**Title of Group’s Presentation**

GP:
SPS:

**Introduction:** (Write this out word for word)

I. Attention getter
II. Importance to audience
III. State group’s qualification
IV. Thesis
V. Preview main points

* Transition:

**Body:** (Make sure you use full sentences)

I.
A. Main Point
   1. Supporting Point
   2. Evidence
   Evidence
B. Supporting Point
   1. Evidence
   Evidence
   2. Evidence

* Transition:

II.
A. Main Point
   1. Supporting Point
   2. Evidence
   Evidence
B. Supporting Point
   1. Evidence
   Evidence
   2. Evidence

* Transition:

III.
A. Main Point
   1. Supporting Point
   2. Evidence
   Evidence
B. Supporting Point
   1. Evidence
   Evidence
   2. Evidence

* Transition:

IV.
A. Main Point
   1. Supporting Point
   2. Evidence
   Evidence
B. Supporting Point
   1. Evidence
   Evidence
   2. Evidence

* Transition:

**Conclusion:** (Write out word for word.)

I. Review main points
II. Restate thesis
III. Give closing thoughts
**Group Time Sheet**

Directions: Fill in each person’s name so that the person keeping time knows the order in which group members speak.

Remember: For a 4-5 person group: 20-25 minutes. Work and talk-time should be equally distributed among members of the group. Thus, each person’s portion of the presentation will be timed and should be about 4 minutes in length. There is a one-minute grace period for individual presentations.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Time:</th>
</tr>
</thead>
</table>

| Main Point 1     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 2     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 3     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 4     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 5     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 6     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 7     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 8     | Name: ___________________________ | Time: |
|                  |                                  |       |

| Main Point 9 (if have a 5 person group) | Name: ___________________________ | Time: |
|                                        |                                   |       |

| Main Point 10 (if have a 5 person group) | Name: ___________________________ | Time: |
|                                         |                                   |       |

Conclusion  

Total Time of Presentation:
Name of person being evaluated: _______________________________________________________________________

Appraisal of a Teammate

Rationale:
You will often have to critique and offer feedback to your employees or co-workers. It is important that you start to develop your peer evaluation skills now.

Directions:
You will complete evaluations for each group member. You will only grade the people in your group and not yourself. Doing so allows you to offer feedback and assess how the person did prior to and during the presentation. I will average their scores together for each person’s final grade out of 20 points. You will lose 5 points if you do not turn in all of your group member evaluation forms on the day that they’re due.

Using the following scale, write the letter that best reflects your impression of this team member. You can only award one person in your group a perfect score (20/20). If you award everyone in your group with a perfect score, I will not include your scores in the tally. Each grade after 20/20 should be a 17, 15, 13, or 10. Group members will read the evaluation. Fill in the appropriate text boxes and submit the form to me in class.

A (excellent)  B (good)  C (average)  D (fair)  F (poor)

<table>
<thead>
<tr>
<th>Work ethic</th>
<th>Rating</th>
<th>Effective Team Participant</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended ALL meetings prepared</td>
<td></td>
<td>Showed signed of commitment and preparation</td>
<td></td>
</tr>
<tr>
<td>Participated in completing the introduction</td>
<td></td>
<td>Active listener</td>
<td></td>
</tr>
<tr>
<td>Participated in completing the conclusion</td>
<td></td>
<td>Helped group avoid groupthink</td>
<td></td>
</tr>
<tr>
<td>Participated in completing the reference page</td>
<td></td>
<td>Open-minded</td>
<td></td>
</tr>
<tr>
<td>Participated in finding relevant research</td>
<td></td>
<td>Did not display dysfunctional behaviors (pp.295-296)</td>
<td></td>
</tr>
<tr>
<td>Contributed high quality work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall, what letter grade would you assign this group member?

Please write a paragraph (4-6 sentences) explaining why you gave this group member the ratings that you did. Additionally, mention anything else you would like me to know about the individual’s performance in the group.

Average the letter grades they received for each assessment

- A for excellent  20/20
- B for good       17/20
- C for average    15/20
- D for fair       13/40
- F for poor       10/20

Final Score: _____/20 points
Group Presentation Evaluation Form

Explanation of Points
Your group can earn 0-5 or 0-10 points for each criterion listed below. The table below explains grading and point allocation.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent, perfect, extraordinary effort, couldn’t be improved</td>
<td>5/5</td>
</tr>
<tr>
<td>B</td>
<td>good, above average, decent effort, some flaws to fix for next time</td>
<td>4/5</td>
</tr>
<tr>
<td>C</td>
<td>average, attempted criteria but confusing, minimum effort, could do more</td>
<td>3.5/5</td>
</tr>
<tr>
<td>D</td>
<td>deficient, below average, negligible effort, much room for improvement</td>
<td>3/5</td>
</tr>
<tr>
<td>F</td>
<td>poor, missing from presentation, no effort, not done</td>
<td>0/5</td>
</tr>
</tbody>
</table>

PURPOSE: Clear specific purpose statement and organizational pattern? (2.5 points for each) Total:______/5
   _____ Clear specific purpose statement (“After hearing our presentation . . .”)
   _____ Uses organizational pattern written at top of outline (topical, chronological, or spatial)

COLLABORATION: Group work well together? (5 points for each) Total:_____/10
   _____ Preparation as a team is evident
   _____ Group members participate equally during presentation

SUPPORTING MATERIAL: Valuable research and verbal support? (10 points for each) Total:_____/50
   _____ Evidence supports MP/SP claims Speaker 1: Speaker 2:
   _____ Exceptional amount of scholarly sources
   _____ Audience understands evidence Speaker 3: Speaker 4:
   _____ Each presenter orally cites 3 different sources
   _____ Each oral citation includes author, title, year Speaker 5:

ORGANIZATION: Presentation easy to follow? (10 points for each) Total:_____/50
   _____ Clear introduction: Attention getter, credibility, importance, thesis, preview
   _____ Clear transitions between main points and speakers
   _____ Clear main points (I,II), sub points (A, B), evidence (1,2)
   _____ Clear conclusion: Review, thesis, peroration

AUDIENCE ADAPTATION: Keep the audience’s interest? (10 points for each) Total:_____/20
   _____ Keep audience foremost in mind during presentation
   _____ Create a bond between speaker and audience by emphasizing common values, goals, experiences, etc.

POWERPOINT: Use visual aid effectively? (5 points for each) Total:_____/10
   _____ Visually organized and complete (consistent template, bullets, headings, formatting, etc.)
   _____ Group uses effectively throughout presentation/not a crutch

TIME/DELIVERY: Use appropriate delivery within time limit? (5 points for each) Total:_____/20
   _____ Individuals made time (4-5 minutes)
   _____ Group made time (around 20-25 minutes)
   _____ Group members delivered extemporaneous presentations and dressed professionally
   _____ Presenters spoke clearly and use nonverbal communication effectively

REFERENCE PAGE/BINDER: Follow guidelines? (5 points for each) Total:_____/15
   _____ Reference: APA format, minimal errors, met appropriate number of sources
   _____ Outline: Complete, followed preparation outline format, consistent, well organized
   _____ PowerPoint: All slides included

DEDUCTIONS
   _____ Not turn in outline (-10 points)
   _____ Not meet notecard requirement (-5 points)
   _____ Not turn in grading rubric (-5 points)
   _____ Not email PowerPoint prior to presentation (-5 points)

Earned Score:______ -- Deductions______ = ____________/ 180

Note: See group outline for feedback.
PERSUASIVE SPEECH ASSIGNMENT GUIDELINES

Due: March 23, 25, 27, 30, or April 1, 2015  
Worth: 200 total points

RATIONALE:  
Persuasion is motivation. The idea behind this assignment is to give you practice speaking in front of an audience, give you practice organizing material into a presentation, and discover your strengths and weaknesses when communicating orally. The overall goal is for you to demonstrate your ability to persuade an audience.

DIRECTIONS:  
Persuasive speech topics attempt to convince an audience of a different point of view and/or change the audience’s behavior about a given topic. Persuasive presentations are motivational and confrontational.

For this speech, you should not give your audience common surface information, like an encyclopedia entry; instead, narrow your focus and be specific. Strive to provide your audience with new information they have not heard before. As speaker, you must demonstrate your knowledge about the issue, which means you must have updated evidence and knowledge of the topic’s history. You must adapt the speech to the audience.

Structurally, the preparation outline is organized just like your group presentation. The only difference is that you must select one of three persuasive organizational patterns: 1) problem/solution, 2) problem/cause/solution or 3) Monroe’s Motivated Sequence.

TOPICS:

Some once said, “If you’re going to be passionate about something, be passionate about learning. If you’re going to fight something, fight for those in need. If you’re going to question something, question authority. If you’re going to lose something, lose your inhibitions. If you’re going to gain something, gain respect and confidence. And if you’re going to hate something, hate the false idea that you are not capable of your dreams.”

With this quote in mind, consider the following specific purpose statements:  
After hearing my presentation the audience should

1) be passionate about something you’ve learned.
   - Construct a speech that argues for a question of fact. You should not argue a question that has an absolute answer (The first woman to sit on the U.S. Supreme Court is Sandra Day O’Connor). Instead, you argue a partisan question of fact – your aim is to present one view of the facts as persuasively as possible.

2) fight for someone in need.
   - Persuade the audience that a governing body (Congress, The United Nations, NCAA, etc.) or federal agency (FDA, Dept. of Agriculture Commerce, Defense, Education, Homeland Security, Health and Human Services, etc.) should propose a policy or modify an existing policy. The policy must help others.
   - Select an organization and convince the audience that, because that organization fights for people in need, that organization is the best organization. You need to prove that the organization helps others.

3) question some belief or action that someone in authority tells us. (government entity of otherwise)
   - Persuade the audience that something that we’ve always been told is wrong (America is the best country in the world)

4) solve a problem plaguing society.
   - Persuade the audience to take immediate action to solve a problem using specific actions.

Topics that are off limits:
- Topics that are religious or moral (abortion, capital punishment, gay marriage, etc.) in nature.
- The topic should not be an obvious problem, such as steroids usage (e.g., baseball), No Child Left Behind, driving tests for the elderly, legalizing marijuana, obesity, drinking and driving, exercise, texting while driving, recycling, global warming, wearing a seatbelt, smoking, eating healthy, organ donation, illegal immigrants, safe sex, STD/STI, euthanasia/physician assisted suicide, or lowering the drinking age.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>• 7-9 minutes</td>
</tr>
<tr>
<td><strong>Outline</strong></td>
<td>• Full sentence preparation outline.</td>
</tr>
<tr>
<td></td>
<td>• Times New Roman, font size 12, double-spaced, stapled, with page numbers</td>
</tr>
<tr>
<td><strong>Sources/ Evidence</strong></td>
<td>• Orally cite 6-8 separate sources, with no more than 3 sources being a website.</td>
</tr>
<tr>
<td></td>
<td>• More “hard” sources are required as needed.</td>
</tr>
<tr>
<td></td>
<td>• If you choose to conduct an interview, no more than 1 credible person will count as a source.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Each main point should include two subpoints and two evidences under each sub point.</td>
</tr>
<tr>
<td></td>
<td>• Speakers should use appropriate transitions between the introduction and MP1, between all the MPs and between the final MP and the conclusion.</td>
</tr>
<tr>
<td></td>
<td>• Select one of three persuasive organizational patterns: problem/solution, problem/cause/solution, or Monroe’s Motivated Sequence</td>
</tr>
<tr>
<td><strong>Persuasive Speaking</strong></td>
<td>• Demonstrate ability to use ethos, logos, pathos (reasoning)</td>
</tr>
<tr>
<td></td>
<td>• Consistently incorporate audience adaptation</td>
</tr>
<tr>
<td></td>
<td>• Use evidence effectively and state how the evidence supports the thesis</td>
</tr>
<tr>
<td></td>
<td>• Include counter arguments</td>
</tr>
<tr>
<td></td>
<td>• Do not repeat information the audience already knows</td>
</tr>
<tr>
<td><strong>Reference Page</strong></td>
<td>• APA reference style</td>
</tr>
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<td>• If you want to only show pictures, you still need to print off the slides.</td>
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<td>• You may use poster board and flipchart paper.</td>
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<td></td>
<td>• Email me (<a href="mailto:angela.mcgowan@eagles.usm.edu">angela.mcgowan@eagles.usm.edu</a>) your Power Point a least 2 hours prior to your presentation.</td>
</tr>
<tr>
<td></td>
<td>• Bring a back up copy of your slides on CD, jump drive, or on your own laptop.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
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</tr>
<tr>
<td></td>
<td>• Deliver the presentation extemporaneously.</td>
</tr>
<tr>
<td><strong>Notecard</strong></td>
<td>• Use only one side of an actual notecard.</td>
</tr>
<tr>
<td></td>
<td>• With visual aid: One 4x6 or 5x8 notecard.</td>
</tr>
<tr>
<td></td>
<td>• Without visual aid: Four (4) 4x6 or 5x8 notecards.</td>
</tr>
</tbody>
</table>

**Due Day of Presentation:**
- Preparation outline
- Reference page
- Grading rubric (found on page 3)
- Notecards
- If applicable: PowerPoint slides (print them in 3 slide handout form)
**Explanation of Points**
You can earn 0-2.5, 0-5 or 0-10 points for each criterion listed below. The table below explains the grade and points.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>2.5/2.5 5/5 10/10</td>
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<tr>
<td>B</td>
<td>good, above average, decent effort, some flaws to fix for next time</td>
<td>4/5 8/10</td>
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<td>C</td>
<td>average, attempted criteria but confusing, minimum effort, could do more</td>
<td>3.5/5 7/10</td>
</tr>
<tr>
<td>D</td>
<td>deficient, below average, negligible effort, much room for improvement</td>
<td>3/5 6/10</td>
</tr>
<tr>
<td>F</td>
<td>poor, missing from presentation, no effort, not done</td>
<td>0/2.5 0/5 0/10</td>
</tr>
</tbody>
</table>

**PURPOSE:** Clear specific purpose statement and organizational pattern?  
(2.5 points for each)  
Total: ________/05

- Clear specific purpose statement (“After hearing my presentation . . .”)
- Used organizational pattern written at top of outline (MMS, PCS, PS)

**ORGANIZATION:** Presentation easy to follow?  
(10 points for each)  
Total: ________/60

- Clear introduction: Attention getter, credibility, importance
- Clear argument/thesis, preview
- Clear transitions
- Clear main points (I,II) that are arguments (uses strong language)
- Clear sub points (A, B), evidence (1,2)
- Clear conclusion: Review, thesis, peroration

**SUPPORTING MATERIAL:** Valuable research and verbal support?  
(10 points for each)  
Total: ________/40

- Evidence supported MP/SP claims
- Exceptional amount of scholarly sources
- Speaker orally cited 6+ different sources, cited no more than 3 websites
- Each oral citation included author, title, year

**AUDIENCE ADAPTATION:** Keep the audience’s interest?  
(10 points for each)  
Total: ________/20

- Keep audience foremost in mind during presentation
- Created a bond between speaker and audience by emphasizing common values, goals, experiences, etc.

**PERSUASION:** Argument and reasoning?  
(10 points for each)  
Total: ________/40

- Ethos: Credible, competent, good character
- Logos: Sound arguments to support major claims
- Pathos: Effectively appealed to audience’s emotions
- Addressed counter arguments in each MP

**TIME/DELIVERY:** Use appropriate delivery within time limit?  
(5 points for each)  
Total: ________/25

- Made time (7-9 minutes)
- Delivered extemporaneous presentation with few verbal fillers
- Spoke clearly, varied tone and pitch
- Spoke persuasively, commitment and enthusiasm heard
- Maintained eye contact, gestured appropriately

**APA/REFERENCE PAGE:** Follow guidelines?  
(5 points for each)  
Total: ________/10

- Reference: APA format, minimal errors, met appropriate number of sources
- Outline: Complete, followed preparation outline format, consistent, well organized

**POWERPOINT:** Use visual aid effectively? (if applicable)  

- Visually organized and complete (consistent template, bullets, headings, formatting, etc.)
- Group uses effectively throughout presentation/not a crutch
- Points to visual aid while keeping shoulders facing audience

**DEDUCTIONS**

- Not turn in outline (-10 points)
- Not meet notecard requirement (-5 points)
- Not turn in grading rubric (-5 points)
- Not email PowerPoint prior to presentation (-5 points)

Earned Score: _______ -- Deductions _______ = ____________/200

**Note:** See your outline for feedback.
Cover Letter & Resume Assignment Guidelines

Due: April 20, 2015 at 10am
Worth: 200 points

Rationale:
We will spend a large amount of time talking about the process of applying for jobs. It seems only natural that you should use this semester to create or revise your cover letter and resume. These active and growing documents should be revisited periodically to update your accomplishments and reflect your current career goals. This assignment also serves a practical purpose in giving you an element to include in your job applications.

Directions:
To prepare for the Job Interview assignment (see other assignment guidelines), you will create (or update) a resume and cover letter catered toward an actual, existing ideal job posting you find online (or a promotion within your current organization or company). To successfully complete the assignment, you will find a job where you are qualified to work right now, except you need not be concerned with geography or time. In other words, you need to look for a full time job anywhere in the world, but it needs to be a job necessitating the skills you already possess.

You may want to take your resume and cover letter to Career Services for their review. Make your appointment well in advance.

Assignment:
- Find a real job that you are interested in applying to. This can be a full-time, part-time job, work study position, or internship. Go beyond jobs that someone without a high school degree is qualified to obtain.
- Create a 1 page conventional resume or scannable resume that summarizes your education, employment, and experiences that are relevant to your selected job.
- Create a 1 page cover letter to include with your application.
- You can print the cover letter and resume on regular printer paper, as opposed to resume paper.
- Carefully check for grammatical errors, eliminate unnecessary words, and make sure the document is visually pleasing.

Due in hard copy:
1. Job description
2. Cover Letter
3. Resume
4. Grading rubric (see page 2)

Suggested Resources for Looking for a Job
1. Eagle Employment Link
2. Career Shift Link (Log-in Code: 1910)
3. Federal Jobs Link
4. Job Choice Online Link
5. Green Jobs Link
6. Mississippi Job Bank Link
7. Higher Ed Jobs
8. Teaching Jobs Link
9. Monster.com Link

Resources for “How to Write a Resume/ CL”
2. 2013 USM Career Services Guide
3. USM Optimal Resume Link
4. Career Services Online Sources

Possible Resume Section Titles Include:
1. Experience (paid and unpaid)
2. Skills and competencies
3. Relevant coursework
4. Leadership roles
5. Relevant activities
6. Community service (or volunteer positions)
7. Certifications
8. Languages
9. Research Experience
Cover letter/Resume Evaluation Form

**Explanation of Points**

You can earn 0-2.5, 0-5 or 0-10 points for each criterion listed below. The table below explains the grade and points.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent, perfect, extraordinary effort, couldn’t be improved</td>
<td>2.5/2.5</td>
</tr>
<tr>
<td>B</td>
<td>good, above average, decent effort, some flaws to fix for next time</td>
<td>4/5 8/10</td>
</tr>
<tr>
<td>C</td>
<td>average, attempted criteria but confusing, minimum effort, could do more</td>
<td>3.5/5 7/10</td>
</tr>
<tr>
<td>D</td>
<td>deficient, below average, negligible effort, much room for improvement</td>
<td>3/5 6/10</td>
</tr>
<tr>
<td>F</td>
<td>poor, missing from presentation, no effort, not done</td>
<td>0/2.5 0/5 0/10</td>
</tr>
</tbody>
</table>

**COVER LETTER (100 points)**

**STYLE: How’s it look?**

(2.5 points for each)  
Total: _____/10

- Single spaced
- Grammar/Mechanics
- Essay form/Paragraphs
- One page

**ORGANIZATION: How’s it structured?**

(2.5 points for each)  
Total: _____/15

- Heading
- Addressed to specific person
- Dated
- Salutation with person’s name
- Closing
- Signature

**OPENING PARAGRAPH**

(5 points for each)  
Total: _____/10

- Position applying for
- How found job

**MIDDLE PARAGRAPH**

(10 points for each)  
Total: _____/40

- Why employer should hire you
- Why interested in position
- How experience helps employer
- Emphasize skills, abilities

**CLOSING PARAGRAPH**

(10 points for each)  
Total: _____/20

- Mention future interview
- When you’ll follow up and contact information

**STYLE: COVER LETTER & RESUME**

(2.5 points for each)  
Total: _____/05

- Consistent font
- Consistent heading

**RESUME (100 points)**

**STYLE: How’s it look?**

(2.5 points for each)  
Total: _____/12.5

- Grammar/Mechanics
- Buzz words
- One page
- Scan-able
- Minimal white space

**ORGANIZATION**

(2.5 points for each)  
Total: _____/17.5

- Heading
- Objective
- Dates flush
- Consistent structure
- Identifiable sections
- Order of relevant information
- Correct tense

**EXPERIENCE**

(10 points for each)  
Total: _____/70

- Reverse chronological order, dates included
- Business name, job title
- Location noted
- Describe 2-4 responsibilities
- State the skills enacted while taking the action
- Past experience relevant to job applying for
- Consistent format

---

**EARNED POINTS _______ - DEDUCTIONS _______ = _______/200 TOTAL POINTS EARNED**
INTERVIEW ASSIGNMENT GUIDELINES

Due: April, 24, 27, or 29 between 10-11:30am in the Speaking Center
Worth: 100 points

RATIONALE:
In today’s world, you cannot risk wasting an interview opportunity by not properly preparing yourself. This assignment provides you with a realistic interview experience as an interviewee. As an interviewee, you will interview with Ms. Davis for the same job for which you wrote your resume and cover letter.

DIRECTIONS:
- If you interview on April 24 or April 29: Email Ms. Davis (kdavis@firststatebnk.com) and Ms. Owen (howen@firststatebnk.com) from First State Bank a copy of your cover letter, resume, and the job posting or current company/organization promotion description by 4pm on April 20, 2015.
- If you interview on April 27: Email Ms. Norris (pnorris@cbcolumbia.com) from Citizens Bank a copy of your cover letter, resume, and the job posting or current company/organization promotion description by 4pm on April 20, 2015.
- Assume that Ms. Davis or Ms. Norris responded to your cover letter and resume and asked for an interview.
- Dress and present yourself professionally. Wear business professional clothes (women and men).
- Arrive 10-15 minutes early for your scheduled interview. Rescheduling is not possible. Interviews will be conducted in a conference room located in the Speaking Center.
- Ms. Davis will ask you questions based on the job experiences and skills that you listed in your resume, questions from Chapter 8, and one illegal question. Be prepared to correctly respond to an illegal question.
- Each interview will last about 7-9 minutes.
- I will record your interview, so bring your computer or jump drive so as to have your interview video put on your computer.

EXTRA CREDIT:
For 5 extra credit points, sit down with a peer counselor in the Speaking Center before 5pm on May 6, 2015 and discuss your interview. Make your appointment well in advance. Meetings should take about 15 minutes. Staff members can help you assess your interview performance (strengths, weaknesses, etc.). You should take your interview video with you to the appointment. Ask the consultant to email me so I know that you met with someone. Once I receive the email from the consultant, I will add 5 points to the total amount of points you earned for the interview assignment.

PREPARATION:
- Prepare insightful 60-90 second responses to the following questions.

Where to find Sample Interview Questions
1. Perfect interview link (start the interview and click “ask coach” or “view example answer”)
2. Landing the perfect interview link
3. Monster.com’s sample interview questions link
4. BestSampleQuestions.com link
5. Careeronestop.com link

Sample Interview Questions
1. Why are you interested in working for this company?
2. How do others describe you?
3. What have you done to develop or change in the last few years?
4. How do you handle stress and pressure?
5. How do you evaluate success?
6. What are your strengths?
7. What are your weaknesses?

DUE DAY OF INTERVIEW:
- Interview rubric (see page 2)
- Jump drive or computer (to give you access to your recorded interview)
**Interview Evaluation Form**

**Explanation of Points**
You can earn 0-2.5, 0-3, 0-5 or 0-7 points for each criterion listed below. The table below explains the grade and points.

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**APPEARANCE: Do you look professional?**  
(2.5 points for each)  
Total:_____ /05

- Appropriate clothing
- Well groomed

**GREETING: How’s your first impression?**  
(2.5 points for each)  
Total:_____ /05

- Shook both interviewers’ hands, firm handshake
- Introduced self using full name

**BODY LANGUAGE: How’s your nonverbal communication?**  
(5 points for each)  
Total:_____ /20

- Eye contact (looked interviewer in the eye)
- Gestured and smiled often
- Minimal nervousness
- Leaned forward while maintain natural, comfortable posture

**ORAL COMMUNICATION: How’s your delivery?**  
(5 points for each)  
Total:_____ /15

- Variety in pitch and tempo
- Spoke clearly, few verbal fillers, business tone
- Commitment and enthusiasm heard

**QUESTION RESPONSES: How’s your impression-management?**  
(7 points for each)  
Total:_____ /49

- Answered questions thoroughly (not vaguely)
- Described past events with positive personal and detailed stories
- Statements complimented company & interviewer
- Content remained job-focused
- Diffused illegal questions
- Asked question related to desired position
- Call to action ended interview

**OVERALL**  
(3 points for each)  
Total:_____ /06

- Professionally waiting prior to interview
- Arrived on time

**TOTAL POINTS EARNED_____ /100 - DEDUCTIONS_____ = ______TOTAL POINTS EARNED**

- 5 points for not emailing materials to interviewer
- 5 points for not handing in rubric

**OVERALL FEEDBACK**

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