

**Fayetteville State University**

**School of Business and Economics**

**Department of Management**

**1200 Murchison Road**

**Fayetteville, NC 28301-4298**

**BADM 215: Business Communications Course Syllabus**

**Spring 2011**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at  
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description: Key Information:**

This course develops the student's ability to read critically, to evaluate information, to present evidence in support of conclusions and to make recommendations in an effective written style. It aims at introducing you to the study of Business Communication, which includes verbal and written communication, together with eye contact and body language among other means of communicating. You will be expected to read, write and speak consciously, carefully and critically. Give yourself sufficient time to execute your assignments. This course is writing intensive, therefore, take the emphasis on writing in this course seriously and give it your full attention. You are encouraged to take advantage of FSU's Writing Center when preparing assignments for this and other classes.

BADM 215 – Business Communication is a course that presents a scientific approach to the analysis and resolution of business problems through business letters, memoranda, and researched analytical reports. Other topics of study include nonverbal communication, business ethics, office automation, employment procedures, international business, and oral and listening skills. Prerequisites: ENGL 120 (or equivalent); And SPEE 200.

**Key Ideas (perspectives)**

A vital skill of any aspiring business executive is the ability to write clearly and concisely. In every field of business the emphasis is on the communication both within and outside the organization for effectiveness and efficiency.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook:** Locker, K. and Kienzler, D. Business and Administrative Communication, 9<sup>th</sup> ed. New York: Irwin McGraw-Hill, Inc. 2009. ISBN 13:978-0-13-602965-6.

**Textbook website for students:** [http://highered.mcgraw-hill.com/sites/0073377805/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073377805/student_view0/index.html)

**V. Student Learning Outcomes:** Upon completion of course, students will be able to:

**Application Goals**

1. Critical Thinking: Critically analyze and question knowledge claims in business communication.

2. Creative Thinking: Adapt and innovate in solving problems pertaining to the manner individuals communicate in today's organization.
3. Practical thinking: Apply knowledge in familiar and in new and unfamiliar circumstances through a conceptual understanding of business communication.

### **Integration Goals**

4. Develop and evaluate organizational strategies for communicating effectively and efficiently
5. Analyze the consequences of ethical decision making in business communication
6. Develop critical thinking, problem-solving skills, and effective strategic decision-making skills in business communication.

### **Human Dimensions Goals**

7. Develop greater awareness of common but costly mistakes in business communication
8. Analyze and better understand business communication factors affecting organizational dynamics, individual and group motivation, and appropriate managerial behavior

### **Caring Goals**

9. Gain awareness of and sensibility to challenges inherent in business communication
10. Gain deeper understanding of the impact communication on behavior

*Context of business* discussed in the course:

Ethical, global, political, social, legal, regulatory, environmental, technological, and diversity.

**“Learning-How-to-Learn” Goals:** Upon completion of course, students will be able to:

11. How to be good students: Demonstrate proficiency in knowledge and the needed skill in all the six areas: Recall, comprehension, application, analysis, synthesis, and evaluation.
12. How to learn about this particular subject: Make use of the assigned Text book, journal articles, business magazines, video clips, activities outside, and observation
13. Ho to become a self-directed learner of this subject: Plan to allocate time to prepare for class by completing reading assignments, maintaining a folder, participating in class, preparing for exams, completing field assignments, asking for help when needed.

**VI. Course Requirements and Evaluation Criteria** - This section should indicate how the student's final grade for the course will be calculated. It must include each of the following:

- a. Grading Scale – The final grade in this class will be based on the following scale.
  - i. Total Points = 1000
  - ii. A = Exceptionally High; at least 930 points (93%)
  - iii. B = Good; 830 – 929 points (83% - 92.9%)
  - iv. C = Satisfactory; 700 – 829 points (70% - 82.9%)
  - v. D = Marginally passing; 600 – 699 points (60% - 69.9%)
  - vi. F = Failing; Below 599 points (59.9% or lower)
- b. Attendance Requirements – Regular and punctual class attendance are essential to success in this class. We will normally have a short in-class graded quiz or activity at the beginning of class. If you are consistently absent or late your final grade will be negatively affected by missing these graded opportunities. If you miss two consecutive classes, I will assign an EA Interim Grade.
- c. Graded Assignments
  - i. 1 Midterm – See assignment schedule for date = 100 points each
  - ii. 6 Journals (10-20 points each) - See assignment schedule for dates = 100 points
  - iii. 6 Oral Presentations – 7 Prepared, 3 Impromptu (10-20 points each) = 100 points
  - iv. 6 Case analyses in groups of 2 (Groups to be formed 1<sup>st</sup> day of class; 20-40 points each) = 200 points

- v. Participation in class and proper decorum = 100 points; you will receive 25 points each for the pre and post tests as part of this grade
  - vi. Comprehensive final take home exam = 100 points
  - vii. Semester group work project = 200; instructions will be given the first day of class; you will automatically receive 50 points if you submit your draft on time, before the final copy
  - viii. Written individual project for the semester (5-7 pages) = 100 points; you will get a minimum of 70 points on your project, if you submit a draft on time, and revise it based on instructor's comments
- d. Policy on Missed or Late Assignments - Make up tests will be discussed with the instructor. If you miss one test and you have an excused absence, the missed test will not affect your final grade. You may not miss more than one exam. **All students are required to complete the final exam.** If you miss the final exam, without notifying me in advance, I will assign a 0 for the exam and calculate your final grade based on it. If you submit a legitimate excuse for missing the final exam, I will allow you to take a final exam and submit a change of grade as appropriate.

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

**Expectations for Classroom Behavior.** [The following expectations are based on the FSU Policy on Disruptive Behavior in the Classroom.] – Students and the instructor will behave in ways that promote learning for all students.

- a. **Students and instructors will arrive to class on time and remain until class is dismissed.** Classes will meet at the scheduled days and times unless prior notice is given or unexpected circumstances prevent the instructor from attending. If a circumstance requires a student to leave early, the student will seek permission from the instructor before the beginning of class, arrange to make up work (at the discretion of the instructor), and minimize disruption of the class when leaving (for example, by sitting near the exit). If an instructor must leave early, he/she will arrange to make up the lost time.
- b. **Students and instructors will allow each other to express their views on class-related matters** and will use language that is respectful and decent. Profanity, interruption, and disrespectful language are not permitted.
- c. **Students and instructors will be attentive in class.** Distracting behavior is not permitted. Examples include eating in class, talking while others have the floor, sleeping, doing homework for another class, or using electronic devices unrelated to the class. Personal electronic devices should be turned off except as directed by the instructor. If an unusual circumstance requires that such devices remain on, the student will seek permission from the instructor before the beginning of class and minimize class disruption (for example, by setting the device to vibrate rather than ring).
- d. **Students must obey the reasonable requests of instructors.** Examples include but are not limited to seating assignments or requests to change seating, limiting discussion in the interests of pursuing lesson objectives, and requesting that students participate in class activities. Instructors will answer the reasonable questions of students.

Failure to abide by these expectations may result in a reminder and such actions as the instructor may deem necessary to ensure a classroom climate conducive to learning, as long as these actions follow the FSU Policy on Disruptive Behavior in the Classroom ([http://www.uncfsu.edu/policy/academic\\_affairs/DisruptiveBehavior.Final.pdf](http://www.uncfsu.edu/policy/academic_affairs/DisruptiveBehavior.Final.pdf)). Repeated violations will be dealt with in accordance with this Policy and with the Code of Student Conduct (<http://www.uncfsu.edu/handbook/>).

**VII. Academic Support Resources** – Information about academic support resources for this class will be posted in our Blackboard site.

### VIII. Course Outline and Assignment Schedule

Week	Tuesday	Between	Thursday	Between
1	1/11 – Course Introduction; review of syllabus; Discussion of study of Business Communication, Contact List, Groups, Blackboard	<ul style="list-style-type: none"> <li>• Prepare reading summaries for chapters 1 &amp; 2.</li> <li>• Prepare Journal #1: Intro to your Instructor; due beginning of next class</li> </ul>	1/13 Chapter 1 <ul style="list-style-type: none"> <li>• Succeeding in Business Communication</li> </ul> Chapter 2 <ul style="list-style-type: none"> <li>• Adapting your message to your</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Prepare Oral Presentation #1: Introducing your partner to the class</li> </ul>

			audience	
2	1/18 Oral Presentation <ul style="list-style-type: none"> <li>Oral Presentation #1</li> <li>Indications on Semester Group Work</li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class;</li> <li>Identify places you have witnessed Wiio's laws at work and in the classroom</li> </ul>	1/20 Case Study #1 due <ul style="list-style-type: none"> <li>Watch video "Tony Robbins asks why we do what we do" <a href="http://www.ted.com/talks/tony_robbins_asks_why_we_do_what_we_do.html">http://www.ted.com/talks/tony_robbins_asks_why_we_do_what_we_do.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Prepare Case Study #1 due class after next (pp 25-26).</li> <li>Prepare summary of previous class; due at beginning of next class.</li> <li>Read chapters 3 and 4</li> <li>Start working on semester projects</li> </ul>
3	1/25 Chapter 3 <ul style="list-style-type: none"> <li>Building Goodwill</li> </ul> Chapter 4 <ul style="list-style-type: none"> <li>Navigating the Business Communication Environment</li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class; due at beginning of next class.</li> <li>Prepare Journal 2: "Tell me about yourself." - Think of what you would say about yourself to qualify for a scholarship of your choice</li> <li>Begin working on "flash cards" of basic concepts for test 1</li> </ul>	1/27 Journal #2 due <ul style="list-style-type: none"> <li>Watch video Matt Weinstein: What Bernie Madoff couldn't steal from me <a href="http://www.ted.com/talks/matt_weinstein_what_bernies_madoff_couldnt_steal_from_me.html">http://www.ted.com/talks/matt_weinstein_what_bernies_madoff_couldnt_steal_from_me.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class; due at beginning of next class.</li> <li>Prepare PowerPoints for Oral Presentation #2: p. 54, 2.8: Analyzing individuals</li> <li>Prepare Case study #2 Designing for People with Disabilities, p. 85, 3.19 – Reread p. 79 due next class</li> </ul>
4	2/01 <ul style="list-style-type: none"> <li>Oral Presentations #2</li> <li>Turn in Case Study #2</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for Journal #3: p. 118, 4.5: Making ethical choices; address all nine scenarios.</li> <li>Read chapters 5 and 6</li> </ul>	2/3 Turn in Journal #3 Chapter 5 <ul style="list-style-type: none"> <li>Communicating across Cultures</li> </ul> Chapter 6 <ul style="list-style-type: none"> <li>Working and Writing in Teams</li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class; due at beginning of next class.</li> <li>Prepare PowerPoints for Oral Presentation #3: Analyzing a Letter, p. 119, 4.8</li> <li>Prepare Case Study #3, p. 121, 4.16: Introducing Kaizen to All-Weather; due class after next (10 points).</li> </ul>
5	2/8 <ul style="list-style-type: none"> <li>Turn in summary of previous class</li> <li>Oral Presentations #3</li> </ul>	<ul style="list-style-type: none"> <li>Identify factors that make it difficult to communicate across cultures</li> <li>Start reading chapters 7 &amp; 8, to be covered class after next (2/15)</li> </ul>	2/10 <ul style="list-style-type: none"> <li>Turn in Case Study #3</li> <li>Watch Video "Impact of Culture on Business: Spotlight on Latin America"</li> <li>Group Activity: Discuss Video</li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class; due at beginning of next class.</li> <li>Read chapters 9, and 10, all 4 (7-10) for next class</li> <li>Continue working on flash cards in preparation for mid-term</li> </ul>
6	2/15 Chapter 7 <ul style="list-style-type: none"> <li>Planning,</li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class; due at beginning of next</li> </ul>	2/17 Turn in Journal #4 <ul style="list-style-type: none"> <li>Impromptu Speech</li> </ul>	<ul style="list-style-type: none"> <li>Prepare summary of previous class; due at beginning of</li> </ul>

	<p>Composing, and Revising Chapter 8</p> <ul style="list-style-type: none"> <li>• Designing Documents</li> </ul> <p>Chapter 9</p> <ul style="list-style-type: none"> <li>• Creating Visuals &amp; Data Displays</li> </ul> <p>Chapter 10</p> <ul style="list-style-type: none"> <li>• Making Oral Presentations</li> </ul>	<p>class.</p> <ul style="list-style-type: none"> <li>• Prepare Journal #4: p. 207, 7.3, due next class</li> </ul>	#1	<p>next class.</p> <ul style="list-style-type: none"> <li>• Prepare PowerPoints for Oral presentations #4: p. 234, 8.4: Evaluating the Ethics of Design Choices</li> <li>• Prepare Case Study # 4: p. 270, 9.9; choose one topic. Follow instructions on page 270, 9.9. Be ready to present, with your partner, class after next, with slides</li> <li>• Prepare flash cards for midterm</li> </ul>
7	<p>2/22</p> <ul style="list-style-type: none"> <li>• Oral Presentations #4</li> <li>• Submit drafts of your individual work and group project for grade</li> <li>• Review for mid-term</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to take midterm; covers chapters 1-10. Will be given in class, or as take home. To be decided.</li> </ul>	<p>2/24</p> <p><b>Midterm</b> (100 points)</p> <ul style="list-style-type: none"> <li>• Present Case Study #4, in groups, with PowerPoint slides</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Read Chapters 11, 12, and 13 for class after next</li> </ul>
8	<p>3/1</p> <ul style="list-style-type: none"> <li>• Feedback on Projects' drafts</li> <li>• Discussion of Midterm</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Use Break to revise your projects, based on Instructor's comments</li> </ul>	<p>3/3</p> <p>Chapter 11</p> <ul style="list-style-type: none"> <li>• Building Resumes</li> </ul> <p>Chapter 12</p> <ul style="list-style-type: none"> <li>• Writing Job Application Letters</li> </ul> <p>Chapter 13</p> <ul style="list-style-type: none"> <li>• Interviewing for a Job</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare Journal #5: p. 331, 11.3, due next class – after Break</li> <li>• Prepare a Resume and Application letter. Look in the paper: Identify a job you would like to apply to now, or upon graduation: Tailor your resume and application letter to that position. - Prepare PowerPoint slides to present these to count as Oral Presentations #5</li> <li>• Prepare Case Study #5, also due after Break: pp. 367-369, 12.18</li> <li>• Prepare for interview, next class, after Break. Instructions will be posted on Backboard</li> </ul>

	<b>3/8</b> <b>Midterm Break, no class</b>		<b>3/10</b> <b>Midterm Break, no class</b>	
9	3/15 <ul style="list-style-type: none"> <li>• Turn in Journal #5</li> <li>• Turn in Resume and Application Letter</li> <li>• Turn in Case Study #5</li> <li>• Oral Presentations #5</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Start reading chapter 14 for class after next</li> </ul>	3/17 <ul style="list-style-type: none"> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Read chapters 15 and 16; all (14-16) covered next class.</li> </ul>
10	3/22 Chapter 14 <ul style="list-style-type: none"> <li>• Sharing Informative and Positive Messages</li> </ul> Chapter 15 <ul style="list-style-type: none"> <li>• Delivering Negative Messages</li> </ul> Chapter 16 <ul style="list-style-type: none"> <li>• Crafting Persuasive Messages</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Start preparing flash cards for upcoming comprehensive final</li> </ul>	3/24 <ul style="list-style-type: none"> <li>• Group Activity on the importance of cross-cultural training: p. 523</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Read chapters 17, 18, and 19 for class after next.</li> </ul>
11	3/29 <ul style="list-style-type: none"> <li>• <b>Library Session:</b> Do not come to class: Go to the library, as you finalize work with your group and individual semester project</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to report on Library session, using PowerPoint slides; due class after next.</li> </ul>	3/31 Chapter 17 <ul style="list-style-type: none"> <li>• Planning and Researching Reports</li> </ul> Chapter 18 <ul style="list-style-type: none"> <li>• Writing Proposals and Progress Reports</li> </ul> Chapter 19 <ul style="list-style-type: none"> <li>• Analyzing Information and Writing Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Start wrapping up on semester projects: individual and group.</li> </ul>
12	4/5 <ul style="list-style-type: none"> <li>• Oral Presentations #6 and last on Library Session with PowerPoint slides</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare summary of previous class; due at beginning of next class.</li> <li>• Prepare debate on ethical nature of political debates: Is it ethical to lie on opponent in order to win elections? Use past political debates to make your argument. Look for arguments for both sides.</li> </ul>	4/7 Debate <ul style="list-style-type: none"> <li>• One Side: Yes, it is ethical to lie; voters are adults who can see though lies, or any other argument you may want to use</li> <li>• Another Side: No, it is not ethical to lie; voters may not be able to see through lies, or any other argument you may want to make</li> </ul>	<ul style="list-style-type: none"> <li>• Continue preparing to wrap up on individual projects</li> <li>• Continue preparing flash-cards for comprehensive final exam</li> <li>• Prepare Journal #6 and last on Debate, due next class</li> <li>• Prepare Case Study #6 and last: p. 517, 16.20, due 4/19 (10 points)</li> </ul>
13	4/12 <ul style="list-style-type: none"> <li>• Turn in last Journal (#6)</li> </ul> Watch Video <a href="http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey">http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey</a> .	<ul style="list-style-type: none"> <li>• Finalize Semester Projects.</li> <li>• Prepare to turn in written projects class after next</li> </ul>	<b>4/14</b> <b>Do not come to Class</b> <ul style="list-style-type: none"> <li>• Field Assignment: Shadow a Communication Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare 2-pages writeup on field assignment.</li> <li>• Prepare presentation without slides on field experiment</li> </ul>

	<i>html</i> <ul style="list-style-type: none"> <li>Group Activity: Discussing Video</li> </ul>		<ul style="list-style-type: none"> <li>Read Appendix A and B (pp. 636-675)</li> </ul>	(worth 25 points)
14	4/19 <ul style="list-style-type: none"> <li>Turn in last Case Study Presentations without slides</li> <li>Presentations on field assignment</li> <li>Turn in individual projects and written part of group projects. Include log for group meetings, together with peer evaluation –Further indications on Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Group PowerPoint Slides for Semester Group presentations</li> <li>Write a one-page essay about how you are applying knowledge and skills developed/enhanced in Managerial Communication course. Turn it in for 25 points; due latest, last day of class</li> </ul>	4/21 <ul style="list-style-type: none"> <li><b>Semester Group presentations</b></li> <li><b>Come dressed to present: Suits or Business Casual: No Jeans</b></li> </ul>	
15	4/26 <ul style="list-style-type: none"> <li><b>Finals For Graduating Seniors</b></li> <li><b>Grades due Evening of Following Business Day</b></li> </ul>		4/27 <ul style="list-style-type: none"> <li>Last day of class</li> </ul>	<ul style="list-style-type: none"> <li><b>T. 5/3: Comprehensive final exam posted, 8:00-9:50 am</b></li> </ul>
16	5/2 <ul style="list-style-type: none"> <li>Post Grades for Graduating Students</li> </ul>			
17	5/9 <ul style="list-style-type: none"> <li>Post Grades For Not Graduating Students</li> </ul>			

**Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates any of these guidelines; the instructor may deduct as many as **twenty points** from the student's **professionalism grade**. If a student violates the guidelines three times, the instructor will deduct an additional 20 points from the student professionalism grade.

## IX. TEACHING STRATEGIES

This is a web enhanced course that involves a combination of lectures, small group and whole class discussions, student presentations, case studies, assignments and web resources. Therefore, for students to benefit they are required to use Online resources, lecture notes, and assignments. Students are required to read all assignments for the course in advance and take an active part in class discussions. Completed assignments are to be turned to the instructor when due. Acceptance of late work will be discussed with the instructor.

## COURSE POLICIES

Assignments will not be accepted without a cover page (which will result in a deduction for that assignment). The cover page should identify **the assignment, student's name, the instructor's name, date, semester, and course number; see instructions on Group Project for required format.**

Missed assignments, and examinations cannot be made up (unless previous arrangements have been made with the instructor).

**Technical malfunction or defective disk is not an acceptable excuse for not having assignment turned in promptly.**

### **Academic Dishonesty**

Plagiarism and cheating are serious offenses and may be punished by failure on exam; failure in course; and/or expulsion from the University. Plagiarism is a serious academic and business (legal) offense. Plagiarism is considered theft of intellectual property. All students enrolled in FSU classes at all levels are responsible for knowing what constitutes plagiarism. Whether by design or by accident, plagiarized content is unacceptable.

*Plagiarism occurs when*

*Students submit work that directly quotes or paraphrases the work of another, without specific citation of the passages crediting the creator of the work*

*Students combine the works of another with their own original effort, including comments on those passages, without specific citation of the passages crediting the creator of the work*

*Students include a list of references at the end of an assignment but do not indicate which words or passages specifically (by use of quotation marks) are from those sources and which words or passages are original works*

**X. Bibliography – See textbook for extensive bibliography**

### **FINAL EXPECTATIONS AND AFFIRMATION**

Communication allows you to build specific strengths and minimize/eliminate specific weaknesses; therefore, apply these “learnings” daily. Utilize your voice, ear, and pen to meet the challenges. Demonstrate a positive attitude, persevere when confronted by obstacles, and exercise self-discipline. Increase your intellectual capital by becoming the “Constant Learner.” Elevate the value of your degree by doing “Great Things and Wonderful Things.” Share your knowledge with others. Balance your intellect, formal training, and common sense to uplift your sensibility, community—humanity. And, exceed your highest expectations.

## PRESENTATION GRADING CRITERIA

<b>CONTENT:</b>	<b>LOW</b>				<b>HIGH</b>
Clarity of objective of analysis	1	2	3	4	5
Clarity on the explanation of the industry of the company	1	2	3	4	5
Demonstrates rigor knowledge of the company	1	2	3	4	5
Demonstrates rigor knowledge of the company's necessary financial analysis	1	2	3	4	5
Clear summary and conclusion; which strongly linked to the objective of the analysis	1	2	3	4	5
<b>PRESENTATION</b>	<b>LOW</b>				<b>HIGH</b>
Gains and maintains attention	1	2	3	4	5
Demonstrates enthusiasm for the subject	1	2	3	4	5
Maintains eye contact	1	2	3	4	5
Uses appropriate gestures/avoids distractions	1	2	3	4	5
Maintains good posture/neat appearance	1	2	3	4	5
Exhibits proper speaking (volume, projection, fluency)	1	2	3	4	5
Uses standard grammar and pronunciation	1	2	3	4	5

## PRESENTATION EVALUATION RUBRIC

<b>Criteria</b>	<b>1 (Poor)</b>	<b>2 (Fair)</b>	<b>3 (Good)</b>	<b>4 (Excellent)</b>
<b><i>Nonverbal Skills</i></b>				
<i>Eye Contact</i>	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
<i>Facial Expressions</i>	Has either a deadpan expression or shows a conflicting expression during entire presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression
<i>Gestures</i>	No gestures are noticed			Natural hand gestures are demonstrated
<i>Posture</i>	Sits during presentation or slumps		Occasionally slumps during presentation	Stands up straight with both feet on the ground.
<b><i>Vocal Skills</i></b>				
<i>Enthusiasm</i>	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation
<i>Vocalized Pauses (uh, well uh, um)</i>	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
<b><i>Content</i></b>				
<i>Topic Announced</i>	Audience has no idea what the report is on		Vaguely tells audience what report is over	Clearly explains what the report is covering
<i>Time frame</i>	Presentation is less than minimum time	Presentation is more than maximum time		Presentation falls within required time frame
<i>Visual Aid</i>	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and keeps interest
<i>Completeness of Content</i>	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points
<i>Professionalism of Presentation</i>	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained