

Elmira Business Institute

Student Syllabus: Oral Communications (COM130)

Prerequisites: None**Course Credits/ Clock Hours:** 3/45**Course Delivery Mode:** Residential**Course Description**

This course acquaints students with the challenges to effective oral communication. Verbal and non-verbal obstacles to productive communication are explored, and various techniques and strategies are offered for coping with them. Students become accustomed to making public presentations through a wide variety of workshop situations. Students take many active speaking roles and also learn to pay careful attention to the presentations of others. Special emphasis is given to the problems of communication that arise in various informal business situations. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Develop and apply strategies to overcome specific public speaking fears
- Differentiate between hearing and listening; develop the skills to meaningfully and tactfully critique both the content and delivery of speeches
- Choose and research a topic
- Develop the content and determine the best structure for an effective presentation
- Develop and effectively use supporting materials
- Analyze an audience and adjust delivery techniques accordingly
- Distinguish between, plan for, and effectively deliver demonstrative, informative, persuasive, and ceremonial speeches
- Effectively deliver strategic, confident, and concise responses in one-on-one, group, and panel interviews.

Required Course Texts & Course Materials

Gregory, Hamilton. *Public Speaking for College and Career with Connect*. 11th ed. New York: McGraw-Hill, 2016. Print. (ISBN: 9781260045284)

Supplemental educational learning materials may include and are not limited to

Booher, Dianna D. *What More Can I Say?: Why Communication Fails and What to Do About It.*, 2015. Print. (ISBN: 9780735205338)

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. ImagineEasy Solutions, LLC, 2013. 2015 21 Sept. 2015. <<http://www.easybib.com/>>.

Gallo, Carmine. *Talk Like Ted: The 9 Public Speaking Secrets of the World's Top Minds.* 2014. Print. (ISBN: 9781250041128)

Humes, James C. *Speak Like Churchill, Stand Like Lincoln: 21 Powerful Secrets of History's Greatest Speakers.* Roseville, Calif: Prima Pub, 2002. Print. (ISBN: 0761563512)

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. <<https://owl.english.purdue.edu/owl/>>

TED: Ideas Worth Spreading. TED Conferences, 2015. Web. 12 Aug. 2015. <<https://www.ted.com>>

Articles on-line from library databases and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Speeches will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	10%
Speeches	40%
Homework	15%
Mock Interview	10%
Cumulative Final Exam	10%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services

representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
 - Failing to use quotation marks for a direct quote
 - Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

Faculty Office Hours

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “D-” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

<i>Lesson #</i>	<i>Topic(s)</i>
<i>1</i>	Course Introduction <ul style="list-style-type: none"> • Review the syllabus, course outline, and dress code • Register for McGraw-Hill Connect Introduction to Public Speaking <ul style="list-style-type: none"> • Explain five benefits of a public speaking course. • Identify and explain the seven elements of the speech communication process. • Describe the main responsibilities that speakers have toward their listeners. • Prepare a speech introducing yourself or a classmate
<i>2</i>	Managing Nervousness <ul style="list-style-type: none"> • Identify and describe the five fears that can cause nervousness. • Explain why nervousness can actually help a public speaker. • Apply techniques that can be used before and during a speech to manage nervousness Listening <ul style="list-style-type: none"> • Explain the difference between hearing and listening. • Describe eight key techniques to effective listening. • Define three major responsibilities that listeners have toward speakers. • Know how to give and receive evaluations of speeches. Mission Statement

3	<p>Quiz #1</p> <p>Developing a Focus</p> <ul style="list-style-type: none"> • Describe the difference between a speaker who is audience-centered and one who is not. • Define audience analysis and audience adaptation and state why they are important. • Explain how speakers can be responsive to diverse audiences. • Describe how a speaker can adapt to the audience during a speech <p>Selecting Topic, Purpose, and Central Idea</p> <ul style="list-style-type: none"> • Select appropriate and interesting speech topics. • Specify the general purpose of a speech. • Develop a clear, coherent central idea for every speech you prepare.
4	<p>Quiz #2</p> <p>Locating Information</p> <ul style="list-style-type: none"> • Understand why the Internet is a less desirable source than traditional library materials. • Use electronic search techniques for finding books, articles, and information. • Conduct effective interviews with experts <p>Evaluating Information and Avoiding Plagiarism</p> <ul style="list-style-type: none"> • Explain the criteria for trustworthy information. • Reject claims based solely on anecdotes, and opinions. • Avoid improper use of copyrighted materials.
5	<p>Supporting Your Ideas</p> <ul style="list-style-type: none"> • Explain why support materials are needed in a speech. • Describe support materials. • Discuss the use and abuse of statistics in speeches. <p>Presentation Aids</p> <ul style="list-style-type: none"> • Explain advantages of using visual aids in a speech. • Describe the types of visual aids. • Describe the media for visual aids <p>Telephone Interview</p>
6	<p>Quiz #3</p> <p>The Body of the Speech</p> <ul style="list-style-type: none"> • Create the body of a speech by using a central idea to develop main points. • Identify and use patterns of organization. • Identify and use transitional devices <p>Introductions and Conclusions</p> <ul style="list-style-type: none"> • Formulate effective attention material for the introductions of your speeches. • Formulate effective orienting material for the introductions of your speeches. • Create effective conclusions for your speeches.

7	Outlining the Speech <ul style="list-style-type: none"> Understand the importance of developing an outline for a speech. Create a coherent outline for a speech. Create effective speaking notes based on an outline. Skype Interview
8	Quiz #4 Panel Interview
9	Wording the Speech <ul style="list-style-type: none"> Explain the importance of choosing appropriate words Use words that are clear, accurate, and vivid. Describe the significant differences between oral and written language. Group Interview
10	Delivering the Speech <ul style="list-style-type: none"> Explain the methods of delivery. Practice and deliver an extemporaneous speech. Use effective vocal techniques in a speech. Individual Interview
11	Quiz #5 Speaking to Inform <ul style="list-style-type: none"> Prepare an informative speech Identify four types of informative speeches Explain how to make information interesting Explain how to help listeners understand and remember key information Speaking to Persuade <ul style="list-style-type: none"> Prepare a persuasive speech Identify two major types of persuasive speeches Identify four patterns for organizing a persuasive speech Understand what to do after the speech
12	Persuasive Strategies <ul style="list-style-type: none"> Build credibility. Distinguish between deduction and induction. Identify fallacies in reasoning. Speaking on Special Occasions <ul style="list-style-type: none"> Prepare an entertaining speech Prepare a speech of introduction, presentation, acceptance, and tribute. Identify potential pitfalls in using humor in a speech. Speaking in Groups <ul style="list-style-type: none"> Serve as a leader in a small group meeting. Identify and explain reflective-thinking. Participate in a symposium
13	Quiz #6 Informative / Persuasive Presentations
14	Informative / Persuasive Presentations
15	Informative / Persuasive Presentations

16	Final Presentation
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Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, Revised July 2017 klp, Revised August 2019 em Revised December 2019 drg

Demonstrative Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

- _____ Did the speaker seem committed to the topic?
- _____ Did the speech fulfill the specifics of the assignment?
- _____ Did the speech promote identification among topic, audience, and speaker?
- _____ Was the purpose of the speech clear?
- _____ Was the topic handled with imagination and freshness?

Substance and Structure

- _____ Did the introduction arouse interest?
- _____ Was the speech easy to follow?
- _____ Could you identify the main points of the speech?
- _____ Were the proper factors magnified in the presentation?
- _____ Were main ideas supported by examples or narratives?
- _____ Did the conclusion help you remember the speech?

Presentation

- _____ Was the language clear and direct?
- _____ Was the language appropriate to the occasion?
- _____ Were grammar and pronunciations correct?
- _____ Was the speech presented extemporaneously?
- _____ Were notes used unobtrusively?
- _____ Did the speaker maintain good eye contact?
- _____ Did the presentation sound “conversational”?
- _____ Did gestures and body language complement ideas?
- _____ Was the speaker’s voice expressive?
- _____ Were the rate and loudness appropriate to the material?
- _____ Did the speaker use pauses appropriately?
- _____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms Engaged Audience	<p>Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar.</p> <p>Little or no eye contact, extra movement, slouched.</p> <p>Read directly from the outline/note cards, very little contact with the audience.</p> <p>Did not use techniques to engage audience interest</p>	<p>Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar.</p> <p>Some eye contact. Frequently focused on the outline, back wall, table.</p> <p>Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself.</p> <p>Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.</p>	<p>Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words.</p> <p>Maintained eye contact. Professional posture and gestures.</p> <p>Clear explanation of the process, but relied on the outline more than necessary.</p> <p>Used a story, example, rhetorical question, or other technique to attain interest.</p>	<p>Excellent use of vocabulary, volume, and speed. Grammatically correct.</p> <p>Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech.</p> <p>Explained the process conversationally. Proper use of notes.</p> <p>Actively engaged the audience using a variety of methods.</p>
Delivery in speech citations Organization, Demonstration, Citations Outline, Notes	<p>Did not state the topic of the speech.</p> <p>No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids.</p> <p>Did not use any citations in the speech.</p> <p>Unprepared with no work cited page, formal notes or outline.</p>	<p>Stated the topic of the speech, but it was unclear or misleading.</p> <p>Information itself was clear, but needed a defined structure. Needed more practice.</p> <p>Used less than three citations properly.</p> <p>Work cited page and/or, outline incomplete or poorly done.</p>	<p>Clearly stated the topic of the speech.</p> <p>Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed.</p> <p>Correctly used at least three citations.</p>	<p>Clearly stated the topic of the speech in a creative, innovative way.</p> <p>Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective.</p> <p>Multiple citations, correctly used.</p> <p>Properly formatted, typed work cited page and/or outline.</p>
Signal the end	<p>Student did not use any verbal cues or delivery styles to signal the end of the speech.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech before concluding.</p>	<p>Student used creativity beyond "In conclusion" to effectively signal the conclusion.</p>

Persuasive	Did not reference both sides of the issue. Chose an inappropriate issue.	Attempted to address the issue but was clearly bias and/or uninformed of both sides of the issue.	Clearly addressed both sides of the issue.	Exceptional insight and understanding of both sides of the issue.
Additional Criteria				
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

Total

/50 points

Comments:

Informative Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

- _____ Did the speaker seem committed to the topic?
- _____ Did the speech fulfill the specifics of the assignment?
- _____ Was the speech adapted to fit the audience?
- _____ Did the speech promote identification among topic, audience, and speaker?
- _____ Was the purpose of the speech clear?
- _____ Was the topic handled with imagination and freshness?
- _____ Did the speech meet high ethical standards?

Substance

- _____ Was the topic worthwhile?
- _____ Had the speaker done sufficient research?
- _____ Were the main ideas supported with reliable information?
- _____ Was testimony used appropriately?
- _____ Were sources documented properly?
- _____ Were examples and narratives used effectively?

Structure

- _____ Did the introduction arouse interest?
- _____ Did the introduction adequately preview the message?
- _____ Was the speech easy to follow?
- _____ Could you identify the main points of the speech?
- _____ Were transitions used to tie the speech together?
- _____ Did the conclusion help you remember the speech?

Presentation

- _____ Was the language clear, simple, and direct?
- _____ Was the language colorful?
- _____ Were grammar and pronunciations correct?
- _____ Was the speech presented extemporaneously?
- _____ Were notes used unobtrusively?
- _____ Was the speech presented enthusiastically?
- _____ Did the speaker maintain good eye contact?
- _____ Did the presentation sound “conversational”?
- _____ Did gestures and body language complement ideas?
- _____ Was the speaker’s voice expressive?

- _____ Were the rate and loudness appropriate to the material?
- _____ Did the speaker use pauses appropriately?
- _____ Did presentation aids make the message clearer or more memorable?
- _____ Were presentation aids skillfully integrated into the speech?
- _____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Speech Evaluation Form

Name _____ Date _____ Topic _____ Grade _____

General

- _____ Did the speaker seem committed to the topic?
- _____ Did the speech fulfill the specifics of the assignment?
- _____ Was the speech adapted to fit the audience?
- _____ Did the speech promote identification among topic, audience, and speaker?
- _____ Was the purpose of the speech clear?
- _____ Was the topic handled with imagination and freshness?
- _____ Did the speech meet high ethical standards?

Substance

- _____ Was the topic worthwhile?
- _____ Had the speaker done sufficient research?
- _____ Were the main ideas supported with reliable information?
- _____ Was testimony used appropriately?
- _____ Were sources documented properly?
- _____ Were examples and narratives used effectively?
- _____ Were appropriate proofs used?
- _____ Was the reasoning clear?
- _____ Did the reasoning follow an acceptable logical pattern?

Structure

- _____ Did the introduction arouse interest?
- _____ Did the introduction adequately preview the message?
- _____ Was the speech easy to follow?
- _____ Could you identify the main points of the speech?
- _____ Were transitions used to tie the speech together?
- _____ Did the conclusion help you remember the speech?

Presentation

- _____ Was the language clear, simple, and direct?
- _____ Was the language colorful?
- _____ Were grammar and pronunciations correct?
- _____ Was the speech presented extemporaneously?
- _____ Were notes used unobtrusively?
- _____ Was the speech presented enthusiastically?
- _____ Did the speaker maintain good eye contact?

- _____ Did the presentation sound “conversational”?
- _____ Did gestures and body language complement ideas?
- _____ Was the speaker’s voice expressive?
- _____ Were the rate and loudness appropriate to the material?
- _____ Did the speaker use pauses appropriately?
- _____ Did presentation aids make the message clearer or more memorable?
- _____ Were presentation aids skillfully integrated into the speech?
- _____ Was the presentation free from distracting mannerisms?

Comments:

Informative Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms Engaged Audience	<p>Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar.</p> <p>Little or no eye contact, extra movement, slouched.</p> <p>Read directly from the outline/note cards, very little contact with the audience.</p> <p>Did not use techniques to engage audience interest</p>	<p>Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar.</p> <p>Some eye contact. Frequently focused on the outline, back wall, table.</p> <p>Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself.</p> <p>Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.</p>	<p>Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words.</p> <p>Maintained eye contact. Professional posture and gestures.</p> <p>Clear explanation of the process, but relied on the outline more than necessary.</p> <p>Used a story, example, rhetorical question, or other technique to attain interest.</p>	<p>Excellent use of vocabulary, volume, and speed. Grammatically correct.</p> <p>Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech.</p> <p>Explained the process conversationally. Proper use of notes.</p> <p>Actively engaged the audience using a variety of methods.</p>
Delivery in speech citations Organization Demonstration Citations Outline Notes	<p>Did not state the topic of the speech.</p> <p>No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids.</p> <p>Did not use any citations in the speech.</p> <p>Unprepared with no work cited page, formal notes or outline.</p>	<p>Stated the topic of the speech, but it was unclear or misleading.</p> <p>Information itself was clear, but needed a defined structure. Needed more practice.</p> <p>Used less than three citations properly.</p> <p>Work cited page and/or, outline incomplete or poorly done.</p>	<p>Clearly stated the topic of the speech.</p> <p>Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed.</p> <p>Correctly used at least three citations.</p>	<p>Clearly stated the topic of the speech in a creative, innovative way.</p> <p>Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective.</p> <p>Multiple citations, correctly used.</p> <p>Properly formatted, typed work cited page and/or outline.</p>
Signal the end	<p>Student did not use any verbal cues or delivery styles to signal the end of the speech.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.</p>	<p>Student used verbal cues or delivery styles to signal the end of the speech before concluding.</p>	<p>Student used creativity beyond "In conclusion" to effectively signal the conclusion.</p>

Informative	Did not reinforce the central idea as part of the conclusion.	Attempted to reinforce the central idea, but did not clearly execute a summation.	Clearly reinforced the central idea in a way that brought the speech to a clear finish.	Used an appropriate and memorable method of reinforcing the central idea in the summation.
Additional Criteria				
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. - 10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

Career Readiness Assessment “CRA” ☐ Midterm ☐ Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
Class Engagement (Initiative)		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: ____/100

Professionalism Grade
15%