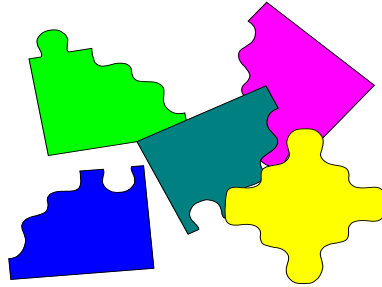


# SPCOM/SUPR 106 - Organizational Communication Course Packet

Spring, 2012

for: Kim Gyuran



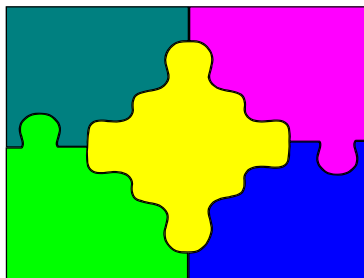
## Our Mission

This class focuses on enhancing your communication skills so that you may build cooperative working relationships. The picture above depicts an incomplete workplace. Organizations where employees are fragmented, the mission is unclear, and support is hard to find. These types of organizations do not stimulate creatively, cooperative relationships, or productivity. Typically, absenteeism is high, satisfaction is low, and productivity is inadequate. These types of organizations are puzzles where the pieces do not seem to fit together.

In this class, our goal is to utilize the wealth of experiences represented by EVERY member. Our diverse work backgrounds are an asset. Our diversity is our strength. If everyone actively participates, our collective knowledge will help solve some of the largest problems we face at work. We are all teachers. Let's work this semester to teach and support each other in a positive manner. We all need to listen with an open mind so we can acquire new skills to make sense out of our organizational lives.

## My Teaching Philosophy

My mission is to help you construct an engaging, challenging, and entertaining environment in which you learn how to discuss intelligently and assess critically, the prominent issues of organizational communication. I am committed to creating an environment that thrives on collaboration and mutual respect. I need your help to reach this goal. I promise to be both critical and respectful of the approaches about which we are learning, and I expect nothing less from you. This involves being open-minded enough to engage new ideas thoughtfully and honestly. By open-minded, however, I do not mean that you do not have the right to disagree with each other, particular approaches, or me. Although we may not always agree (and it would be boring if we did!), I expect that you will respect, listen to, and learn from the experiences and contributions of every member of the class. Overall, I aim to help you take and apply the information with which we engage in the classrooms to your everyday communicative experiences. I am here to help you learn and succeed; I take that responsibility very seriously. If you are having difficulty in class, feel free to contact me so I can help you reach your goals.



## **How To Win Friends and Influence People**

1. Don't criticize, condemn, or complain.
2. Give honest, sincere appreciation.
3. Arouse in others an eager want.
4. Become genuinely interested in others.
5. Smile.
6. Remember that a person's name is to that person the sweetest and most important sound in any language.
  7. Be a good listener.
  8. Talk in terms of the other person.

Dale Carnegie, How to Win Friends and Influence People.

# **Course Project Descriptions**

## **PARTICIPATION – Total Possible Points: 15 pts.**

**Overview:** In any organization, it is vital that you are an ACTIVE participant. This class operates on that same principle. Since communication is both planned and spontaneous, your participation and attendance are essential. Therefore, you will be rewarded for actively contributing to class.

The course is comprised of classroom discussions, activities, and presentations. You are encouraged to bring your personal insights into the classroom and use class concepts to understand and evaluate your work life experiences. Full participation includes the following:

**15 Pts.:** You will earn 1 pt. when you do the following during each class session:

- Demonstrate your knowledge of the course concepts as outlined in the reading.
- Ask and answer questions that clarifies course concepts or projects.
- Participate in activities and discussions by providing examples you have thought about prior to class.
- Share your opinions thoughtfully.
- Help create a supportive atmosphere in class. Treat everyone with respect and actively listen to others.
- Monitor your communicative behavior in class so that you do not sit silently or dominate the conversation.
- Share current events which relates to course content.

If you are silent in class, you will not earn participation point for that class session.

*Tardy:* If you are late more than 3 times, you will lose all participation points in this class. Repeatedly being late to class is disruptive and disrespectful.

*Absence:* If you miss more than 2 classes, you will be dropped from this course. If the drop deadline has passed, you will lose all participation points for this course.

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\*Electronic devices are prohibited in my class. Please turn them off and put them away at the beginning of class time. If you have an emergency that requires you to leave on a phone, then I expect you to talk with me about your situation. Otherwise, put phones, computers, etc. away. If at any time communicating occurs on an electronic device in my class, you will be asked to leave.

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## INTERACTIVE CASE STUDY DISCUSSION – 50 points

**Objective:** In class, you and two partners will analyze and discuss one case study from Communication in Organizations: A Casebook by Peterson, Gary. The cases are in the back of this Communication Packet. Each presenter is graded separately.

### **Case Study Overview:**

- 1) Prepare a 20-23 min. discussion of the case analyzing a specific communication concept/theory.
- 2) Partners must speak for equitable times.
- 3) You should anticipate questions/concerns from your peers and me.

### **How to approach this task:**

- 1) Read the textbook chapter associated with the case your group chose.
- 2) As you read the case, keep the textbook chapter you read in mind. Think about the communication problem(s) that are present in the case & the type of presentation your group could facilitate in class.
- 3) Apply the specific organizational communication concept/theory that applies to the case. Your goal is to link the organizational communication concept/theory from the textbook to the main communication problem your group identified operating in the case study.
- 4) Create a discussion of the concept/theory as it relates to the communication problem in the case. Facilitate a group discussion making recommendations on how to address the problem your group identified in the case and how that organization could address similar issues in the future.
- 5.) Design an exercise that will engage the whole class in meaningful discussion/analysis of the case. Do not strictly lecture. Your group's goal is to explore the problem by getting everyone involved with an exercise, a small group activity, etc... Be creative when thinking how to get everyone involved.
- 6) The final discussion should clearly link the organizational communication concept/theory identified in the case to your classmate's workplace lives. Address this question in your final discussion: "How could learning this concept/theory enhance our communication skills at work?" This should be a detailed, analytical discussion.
- 7) Design an essay question for the test. Questions must be of adequate difficulty so that it is a worthy essay question. After your presentation, your classmates should be able to answer your question comfortably.
- 8) Below is a general outline for designing your presentation. The order you chose to cover the material is up to you, just make sure your group covers the points addressed in a. through e. below.
  - a. Display your essay question so it's visible throughout your case study.
  - b. Briefly introduce the case study. Your goal is to introduce the main communication problem and why your group has identified it as such. Do NOT restate the whole case. This should not take more than 4 minutes.
  - c. Identify the organizational communication concept/theory your group will analyze and how it links to the communication problem identified as the main issue operating in the case.
  - d. Conduct an exercise that will engage the whole class.
  - e. Your final discussion should clearly link the organizational communication concept/theory to you classmate's work lives. You need to answer this question: "Learning this concept/theory could enhance your communication competency at work by.....?" This should be a detailed, analytical discussion.

### **On the night you present your case study, you will need to bring:**

- 1). Legible notes outlining the structure of your presentation, noting who is responsible for each speaking role. Include all the details on the class group activity so I can follow along.
- 2). Materials necessary to conduct your exercise.
- 3). An essay question that I can use on the test. Include the answer to this question.

### **Other Students' and Instructor's Role in Project**

Read the case & the textbook chapter associated w/the case before class. During the presentation, listen actively & take notes. You are responsible for successfully answering the group's essay question on the test, so actively participate in the group's discussion. Ask questions during the presentation to clarify concepts.

**Grading Criteria: Review grading rubric in this course packet**

**CASE STUDY #7: Metro Clinic** (*example of notes*)  
*\*An examination of the colored system ONLY\**

**ESSAY QUESTION:** Describe three strengths & three weaknesses of Beverly's color-coded system at Metro Hospital.

**EXERCISE – Overview of the case** (what happened @ Metro BEFORE new system)

1. Ask for 14 volunteers to sit in the middle of the room in a circle.
2. Group remaining students into 3 groups. Pass out observation sheets so they have time to look over them. Advise them to keep notes on what happens.
3. Tape roles on back of 14 students and hand corresponding instruction to each. Instruct to read roles without talking to neighbor.
4. Ask for questions. Announce the group will have one minute to complete their task.

**Introduction of organizational communication concept – formal networks (Ch. 1)**

1. **Ask** participants: Raise your hand if you accomplished your task? Note how many achieved goal.
2. **Ask Group 1 Observation Questions:** *“Report on what you saw happening in the exercise.”*  
*“What comparisons can you make to this exercise with the way Metro Clinic designed their initial formal networks?”*
  - Metro isn't a typical hierarchy & its network structure lead to system proposal
  - Downward & Horizontal networks were chaotic
    - Information Underload (messages were not reaching everyone)
    - Information Overload discouraged contact btw. employees
    - Unclear information communicated to employees
    - Messages were distorted as they passed through the system.
    - Complicated system created a lack of motivation to communicate horizontal
  - No upward network to assess if info. was received

**Analysis of the Color-Coded Memo System**

**Group 2 Observation Questions:** *“Describe the color coded system Beverly designed and its strengths.”*

- Formalize downward network by centralizing method for disseminating information & eliminated messages unrelated to hospital procedures.
- Decreased number of errors
- Reduced the amount of stress felt by employees
- Provided a greater understanding of interconnectedness of employee's responsibilities.

***What weaknesses still need to be addressed with Metro's new formal network system?***

- Too many colors. Need to reduce # of colors (omit white).
- What about color blind employees?
- Staff needs to buy into importance of memo system guidelines (training needed).
- Need to design an upward comm. network
- Use additional media to reach everyone.

**Link organizational communication concept/theroy to classmate's workplace**

**Group 3 Observation Questions:** *“As a group, discuss what the formal networks are like within your respective companies. Choose one member's workplace and answer the following questions:*

1. *After participating in the case study, what do you see as your company's formal network's strengths and weaknesses?*
2. *What recommendations can you make to enhance your company's formal networks? You can apply this to the downward, upward, and/or horizontal network within your company.*
3. *What's the importance of evaluating one's organization's formal networks?*

**MATERIALS NEEDED:** Observation sheets / 2 rolls of tape / Roles on 3 x 5 cards/Role instruction sheets

(In the interest of saving paper ☺, I haven't included the observation sheets, roles, or role instruction sheets. However, when you submit your paperwork, please give me a copy of everything you will need to run your activity to I can follow along.

**If you have questions about what to include, please ask me.)**

## GROUP PROJECT - 50 pts.

**Objective:** This project is designed for you to experience working collaboratively in a group to complete a training presentation successfully. Think of the following scenario when designing your presentation: I hired your group to train my employee's on how to communicate more effectively at work. Your goal is to enhance my employee's communication competency by teaching them a new skill and allowing them time to practice it. I expect your group to demonstrate knowledge of your chosen communication skill and teach my employees (your classmates) how to use the communication skill successfully.

### Tasks to be completed

1. Choose 4-5 people to work with in a group. Before solidifying your group, share your schedules. If some people are only available during the day and others in the evening, it will make meeting difficult. There is no time to meet in class. You can communicate via chat room, text, e-mail, phone, and in-person.
2. Establish a meeting time. Meetings should last approximately 30 minutes to one hour. Do not wait until the last week before the presentation is due to meet. You will not successfully meet your goals if you do.
3. Determine what specific organizational communication skill your group could teach in 20 minutes that **has not** been covered already in class. After your group decides on a specific skill, I must approve your topic. No two groups may present the same topic. Topics are awarded on a first come, first serve basis.
4. Choose a group leader who will keep me posted on the group's progress. When a group leader is chosen, that person should email me ASAP at [gyruank@mjc.edu](mailto:gyruank@mjc.edu) I recommend you meet weekly. When meeting, follow a written agenda (agendas will be submitted in a final report). Each member will also take turns writing minutes at each meeting (minutes will also be submitted in a final report).
5. As a group, discuss norms members should adhere to when participating at meetings. These norms should be documented in one of your first two minutes.
6. When designing your training project, consider a variety of pedagogical approaches such as exercises, role-playing, group discussions, games, or a combination. Your training workshop **MUST ACTIVELY INVOLVE EVERYONE** in your presentation. Active participation means going beyond asking questions. You'll need to design an exercise so your peers will be practicing the skills you are teaching.
7. Gather research. Each group must cite at least three current sources in their presentation. Three points will be deducted from the presentation's score for each missing source not verbally cited in the speech.
8. Create an outline. Each group will submit one, typed outline, which should follow an informative presentation format discussed in class. A bibliography of at least three sources should be included. The outline **MUST** be submitted in class on the evening you present. Failure to submit an outline will result in a ten point deduction. Late or handwritten outlines will not be accepted.
9. Practice your presentation as a group. Everyone should use an extemporaneous delivery using direct eye contact, animated gestures, and a variety of vocal effects. Each group member must speak for an equitable amount of time. Speak from 3 x 5 cards **ONLY**. Do not **READ** your speech.
10. When practicing, time yourselves. Your presentation must be 20-22 minutes in length. For each 15 sec. under 20 minutes, two points will be deducted from your presentation's score. Points are also deducted if your presentation runs over the allotted time.
11. **ALL** group members **EARN** the **SAME** grade. However, I do reserve the right to fail anyone or lower their grade due to poor participation and/or attitude. Poor group performance will be determined by instructor observation and/or group member's evaluation report due at the end of the project.

**Grading Criteria:** Review grading rubric in this course packet

## OVERALL GROUP EVALUATION REPORT - 10 pts.

**Overview:** to record, reflect, and critically analyze the successes and challenges of working in your group. Reports are due prior to your group presentation, graded on the depth of your analysis, and will not influence your group's presentation grade. Group members are awarded an individual grade on their reports.

Each group member will submit a typed report in a binder. Reports must contain the items listed below. Although members will submit their individual reports at the same time, reports are confidential. If you want to share them amongst yourselves, this is fine, but I will not share them. The only exception to this rule is if group members and I meet to assign a lower grade to a particular group member. Then we will all sit down and discuss the results of the evaluations.

### Items to include in your report:

**Page 1:** Cover page including group's name, member's names, title of your group project, and the date.

**Page 2:** Each group member will compose and submit a typed agenda, following the recommended format in the textbook. When writing the agenda, put your name in the upper right hand corner of it. The agendas must be written for meetings held on different days. In other words, group members may not submit two or more agendas for meetings held on the same day. If this happens, the members submitting duplicate agendas will earn a zero on this part of the project. The person composing the agenda must also lead that meeting. If a group meets frequently (as you should) and there is an opportunity to compose more than one agenda, I will award the higher of the two grades to those individuals.

**Page 3:** Each group member will also record and submit typed minutes that reflect what transpired at one meeting. Each set of minutes should be at least one page in length. One set of minutes can only be submitted for one particular meeting. The recorder of the minutes CANNOT be the leader of that particular meeting. If someone takes minutes for more than one meeting, I will award the higher of the two grades to that person.

**Last pages:** Each member will evaluate the group process using the **Overall Group Performance Rubric** found in this packet. This rubric will guide you in evaluating the group's ability to effectively achieve their goal.

### Grading Rubric for Group Report

	<b>Exemplary 3 pts.</b>	<b>Average 1.5 pts.</b>	<b>Below Expectation 0 pt.</b>
<b>Agenda</b>	Followed format outlined and agenda was complete.	Partially followed format outlined and was complete.	Did not follow format outlined or the agenda was incomplete.
<b>Minutes</b>	Neat, legible, and presented accurately. Clearly outlined what transpired at the group's meeting.	Partially legible, errors existed. Some important points were not well documented.	Minutes were hard to follow and understand. Hard to determine what transpired at the meeting after reading the minutes.
	<b>Exemplary 4 pts.</b>	<b>Average 2 pts.</b>	<b>Below Expectation 0 pt.</b>
<b>Overall Group Performance rubric</b>	Evaluation of group's performance demonstrated thoughtful reflection. Justification for rankings was clearly supported with specific evidence as to how and why the ranking was assigned.	Some member's evaluations were missing and/or they did not all demonstrate thoughtful reflection. Some rankings were clearly supported with specific evidence and some were not.	Evaluations were incomplete and/or did not demonstrate thoughtful reflection. Rankings were not clearly supported with specific evidence as to how and why the ranking was assigned
<b>Point Total</b>			

Evaluator's name here: \_\_\_\_\_

### Overall Group Performance Rubric

(Evaluate how effectively your group worked together to achieve their goal. Mark the appropriate boxes below with an X.)

First name of each group member \_\_\_\_\_

Category	Minimum Effort	Exerted Effort	Exemplary
Group Cooperation	Group members interacted on a limited basis.	Group worked together most of the time, sharing information regularly	Everyone worked together using his/her abilities/knowledge to make the project come together
Individual Participation	Some group members did not complete any of the work	Everyone had a job to do, but some jobs were incomplete	Work was shared fairly according to the abilities and interests of the members
Roles demonstrated in the group	Members adopted dysfunctional roles, which impeded progress	Most members adopted functional roles, but dysfunctional roles were present too.	Members adopted functional roles in the group to help us achieve our task
Communication among group members	Talked infrequently Provided limited feedback	We talked about what we were doing occasionally	We talked frequently and shared our work for group feedback
Meeting Attendance	Some members rarely or never attend.	Most but not all members are present	All members are present; absences, if any, were infrequent and legitimate
Showing respect	Members weren't courteous/opinions were not valued, members didn't always listen to one another	Some members were courteous, some opinions were valued, sometimes we listened to each other	All members were courteous, valued each other's opinions, listened to each other, were open to various viewpoints
Meetings	Meeting times were inconsistent and group wasted time	Meetings last less than 1/2 hour and productive at times	Meetings last at least 1/2 hour, and very productive
Problem Solving	No attempts were made to resolve problems/conflicts	Attempts were made to resolve conflict, but they were not always successful	Members actively elicited each other's opinions to resolve issues

If you had the chance to do this project over again, what would you do differently and why? Use concepts from the textbook to justify your response. (Do not write, "pick different group members.")

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### Peer Evaluation Rubric: Individual Group Member's Performance - 15 pts.

You'll need to make a copy of this form for each group member so that you can evaluate everyone separately. Be honest when filling out this form. After you complete your evaluations, make one copy of each form you fill out. Submit your original evaluations and all of the copies to me by the due date. Group members will receive the copies at the end of our last class session so they can learn and grow from your comments. I will keep the originals. Each member's scores will be calculated by averaging the points group members assign to each individual.

Place your name here (I will remove your name before handing them back): \_\_\_\_\_

Place the name of group member you are evaluating here: \_\_\_\_\_

Category	Minimum Effort	Functional Member	Exemplary Member	Justification of your ranking Write on the back if you need more room to express yourself.
	0	1.5	3	
Source of Conflict	Participated in conflicts that interfered with group progress. Conflicts were not properly handled.	Minimally involved in either starting or solving conflicts.	Worked to minimize conflict and was effective at solving them within the group.	
Assistance & Reliability	Contributions were unrelated to task at hand or minimal.	Contributed some ideas and energy toward accomplishing the project.	Completed an equal share of work and strived to maintain equity throughout the project. Members could count on this person all of the time.	
Quality of work performed	Most of the work contributed was not applicable to the project nor submitted on time.	Work was not always completed on time and contributions did not always meet the group's standards for excellence.	Work produced was on time and met the group's standards for excellence.	
Attitude	Rarely had a positive attitude toward the group and project.	Usually had a positive attitude toward the group and project.	Always had a positive attitude toward the group and the project.	
Attendance and Readiness	Rarely attended group meetings, brought needed materials, and/or was distracting at group meetings.	Occasionally attended meetings, sometimes brought needed materials, but had to nag, prod, and remind to keep on task on occasion.	Always attended meetings, brought needed materials, and was ready to work. Stayed focused on the task and what needed to be done.	
Points				Put point total here _____
Describe the functional and/or dysfunctional role(s) this member fulfilled?				
Tactfully summarize your observations and feelings about this person's ability to work effectively in a group.				

## Optional Extra Credit Opportunities

You may choose one out of these two extra credit opportunities. I will not accept late extra credit work. Refer to the semester outline for due dates.

### SPEECH NIGHT CRITIQUE EXTRA CREDIT - 5 pt. maximum

**Overview:** Speech night is an opportunity for you to witness how various presentations are designed and delivered. The MJC Forensics Team has won state and national awards for their excellence. The evening is designed to demonstrate what you could accomplish with preparation. Steps to complete this project successfully:

1. Attend speech night at MJC taking notes on each speaker's delivery, organizational format, and credibility.
  2. Afterwards, write a two-page analysis using 12 pt. font, with one-inch margins, double-spaced evaluating each speaker's performance.
  3. Evaluate the speaker's eye contact, organization of ideas, anxiety level, gesturing, voice quality, audience interest, timing, and preparation involved. Discuss why you believe the speaker was or was not effective in conveying their message.
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### Book Report Extra Credit – 5 pt. maximum

The way to increase your knowledge is through reading. On our web homepage, there is a list of books I have read that have given me "food for thought". If you would like to read one of these books, you may turn in a two-page assessment of **what you learned from reading it**. Do not summarize the book in your report. I've read them. I'm only interested in reading what you've learned from the book and what insight it has provided you on how to communicating more effectively. The reports need to be two pages, double-spaced, 12 pt. font, with one-inch margins. I will accept only one report/student. Happy Reading!

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# **Instructor Evaluation Rubrics**

**Instructor Evaluation Rubric: Interactive Case Study # \_\_\_\_\_**
**Member's Name:** \_\_\_\_\_

**OUTLINE/NOTES SUBMITTED**

	<b>Yes</b>	<b>No</b>	<b>Point Value</b>
<b>Theory Identified</b>	The main organizational concept/theory was clearly identified.	The main organizational concept or theory was not clearly identified	1
<b>Class Activity Identified</b>	Clear and detailed descriptions of <b>how and why</b> the activity was designed & implemented.	Description of activity was unclear and lack detailed as to <b>how and why</b> they were used.	2
<b>Applicability to organizational life outside the classroom</b>	Parallels relating organizational concept/theory to classmate's workplace lives clearly outlined in notes. Link w/the textbook concept/theory and real world application also clearly outlined.	Parallels relating organizational concept/theory to classmate's workplace lives were unclear in notes submitted.	1
<b>Essay Question</b>	Essay question was clear and designed to challenge classmates to reflect on the presentation's content.	Essay question was superficial and did not require reflective thinking.	1
<b>Point Total</b>			

**CONTENT (applies to Presentation)**

	<b>Exemplary 5 pts.</b>	<b>Proficient 3.5 pts.</b>	<b>Basic Review 2.5 pts</b>	<b>Below Expectations 1pt</b>
<b>Identification of the Main Issue/ Problem</b>	Identified, understood, and communicated the main issue in the case study clearly.	Identified and understood most of the main issue operating in the case study.	Identified and understood some part of the main issue operating in the case study.	Did not demonstrate an understanding of the main issue operating in the case study.
<b>Analysis of the Issues</b>	Insightful, accurate, and thorough analysis of how the organizational communication concept/theory applies to the case study.	Thorough analysis of how the organizational communication concept/theory applies to the case study.	Superficial analysis of how the organ. comm. concept or theory applies to the case study.	Incomplete analysis of how the organ. comm. concept or theory applies to the case study.
<b>Comments on effective solutions or strategies</b>	Well documented and reasoned comments on solution, or proposals for solution to the issue in the case study.	Appropriate, thought-out comments about solution, or proposal for solution, to the issue in the case study.	Superficial and/or inappropriate solutions to the issue in the case study.	Little or no action suggested, and/or inappropriate solution to the issue in the case study.
<b>Worklife Application</b>	Drew clear parallels relating the organizational concept/theory to classmates workplace lives. Clearly linked textbook concept/theory with real world application.	Linked textbook concept/theory with real world application, but direct relationship to classmate's lives wasn't fully developed.	Limited parallels drawn between organizational communication concept/theory and real world applications.	Did not draw clear parallels between organizational communication and real world applications.
<b>Essay Question</b>	Presented question in a timely manner. Addressed and answered question clearly. Checked for classmate's understanding of the question.	Addressed and answered the question clearly. Checked for classmate's understanding of the question.	Addressed and answered the question clearly. Did not check for understanding among classmates.	Did not address or answer essay question in a satisfactory manner for class.
<b>Point Total</b>				

<b>Comments</b>	<hr/> <hr/>
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**INVOLVEMENT OF THE CLASS**

	<b>Exemplary 4 pts.</b>	<b>Proficient 3 pts.</b>	<b>Basic Review 2pts</b>	<b>Below Expectations 1pt</b>
<b>-Questions -Generating discussion -Activities</b>	Dynamic and salient discussion made concepts clear. Appropriate and creative activity used to extend understanding in a creative manner. Interacted with classmates.	Discussion addressed concepts clearly. Appropriate activity used to clarify understanding. Limited interaction w/classmates.	Questions/discussion addressed surface features of the topic and/or activity's link discussion was unclear.	Little or no attempt to engage the class in the case.
<b>Response to Class Queries</b>	Excellent response to student comments and discussion w/appropriate content supported by theory/research /own thoughtful observations.	Good response to class questions and discussion with some connection made to theory/research.	Satisfactory response to class questions and discussion with limited reference to theory and research.	Limited response to questions and discussion with no reference to theory/research.
<b>Point Total</b>				
<b>Comments</b>	<hr/> <hr/>			

**OVERALL PRESENTATION QUALITY**

	<b>Exemplary 4 pts.</b>	<b>Proficient 3 pts.</b>	<b>Limited Effort 2 pts.</b>	<b>Below Expectation 1 pt.</b>
<b>Delivery and Enthusiasm</b>	Members were clear and ideas flowed concisely. Energetic delivery style and engaged the class.	Clear flow of ideas. Demonstrated interest in topic and engagement with the class.	Most ideas flowed; focus lost at times. Limited evidence of interest/engagement w/the topic.	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
<b>Shared Responsibility</b>	Speaking roles were equitably shared.		Members spoke, but roles were not balanced.	Exclusive reliance on others throughout presentation.
<b>Organization</b>	Well organized; logical format that was easy to follow; flowed smoothly from one idea to another; the organization enhanced effectiveness of the project.	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.	Semi- organized; ideas not presented coherently and transitions were not always smooth, which was distracting.	Choppy & confusing format was difficult to follow; transitions of ideas were abrupt.
<b>Point Total</b>				
<b>Comments</b>	<hr/> <hr/>			

Time: \_\_\_\_\_ (2 pts will be deducted for every 15 sec. under time. Pts are also deducted if you speak over the allotted time.)

Total Pts. Earned \_\_\_\_\_ / 50

## Instructor Evaluation Rubric: Group Project Presentation - 50 points

Bring this form to the class session when you deliver your speech. Familiarize yourself with it since it outlines how your presentation will be evaluated. ALL group members EARN the SAME grade. However, I do reserve the right to fail anyone due to poor participation and/or attitude.

Member's Names: \_\_\_\_\_

### **Demonstrated Group Cohesion \_\_\_\_\_ pts. earned / 14 pts. total**

\_\_\_\_\_ All group members demonstrated an understanding of the topic being presented. Members also worked well together as they presented the information (7 pts.).

Details: \_\_\_\_\_

\_\_\_\_\_ All group members had equitable speaking parts (7 pts.). Details: \_\_\_\_\_

### **Training Presentation was Clearly Presented \_\_\_\_\_ pts. earned / 13 pts. total**

- Organization (8 pts. total)

\_\_\_\_\_ Outline was typed and used proper labeling, coordination of main and subordinate points. The bibliography is typed, follows the MLA format, and is included with the outline. (4 pts.)

\_\_\_\_\_ The lack of a typed outline equates to a 10 point deduction in your score.

#### Introduction - 1.5 pts.

\_\_\_\_\_ The attention getter stimulated the audience's attention and helped them focus on the topic

\_\_\_\_\_ The thesis outlined the central idea and helped the audience focus on the main premise of the speech

\_\_\_\_\_ The main points were previewed.

#### Body - 1.5 pts.

\_\_\_\_\_ Each main point clearly supported the thesis statement.

\_\_\_\_\_ There were logical transitions that clearly linked the main points.

\_\_\_\_\_ Each main point was sufficiently supported with research.

#### Conclusion -1 pt.

\_\_\_\_\_ The main points were summarized at the end of the speech.

\_\_\_\_\_ There was an appropriate closing device (tie-in) at the end of the speech.

- Research

\_\_\_\_\_ There were at least three sources quoted properly in the presentation. (Deduct 3 pts. for each source not shared)

Details: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The information shared was practical for the audience to implement into their daily lives (5 pts.).

Details: \_\_\_\_\_  
\_\_\_\_\_

**Group Member's Delivery Styles Enhanced the Training \_\_\_\_\_ pts. earned / 9 pts. total**

\_\_\_\_\_ All members made a direct, visual connection with the audience throughout the speech (3 points).

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Members created a vivid & dramatic presentation by incorporating appropriate hand gestures, facial expressions, and body movements (3 pts.).

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Members varied their pitch, rate, and pitch throughout the speech. No one used vocal fillers, such as "uh", "like", "you know", and "uhm" throughout the speech (3 pts.).

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Activity and Audience Involvement \_\_\_\_\_ pts. earned / 14 pts. total**

\_\_\_\_\_ The group actively involved all audience members directly in their presentation. Group members worked well with the audience throughout their presentation. (7 pts.)

Details: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The activity directly reinforced the central training premise. It also supported the thesis statement (7 pts.).

Details: \_\_\_\_\_  
\_\_\_\_\_

**Timing**

\_\_\_\_\_ The presentation was short. The time frame for this speech was 20-22 minutes. Your presentation ran \_\_\_\_\_.

For each 15 seconds under 20 minutes, **two points** will be deducted from your score.

\_\_\_\_\_ The presentation was long. The time frame for this speech was 20-22 minutes. Your presentation ran \_\_\_\_\_.

For each minute over 22 minutes, **two points** will be deducted from your score.

\_\_\_\_\_/50 Total

## **Course Tools**

## Working Small Group Outline

GROUP TOPIC TITLE: \_\_\_\_\_

SPECIFIC PURPOSE: \_\_\_\_\_

### I. INTRODUCTION

A. ATTENTION GETTER (Describe how you intend to capture the audience's interest in a sentence.)

\_\_\_\_\_

\_\_\_\_\_

B. THESIS (Summarize your presentation in a single, declarative sentence.)

\_\_\_\_\_

\_\_\_\_\_

C. PREVIEW STATEMENTS (Write the main points will you cover in complete sentences.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

D. NEED TO KNOW (Briefly describe how your presentation is relevant to your audience.)

\_\_\_\_\_

\_\_\_\_\_

### II. BODY

A. (1<sup>st</sup> main point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

1. (1<sup>st</sup> supporting point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

2. (2<sup>nd</sup> supporting point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

Transitional sentence: \_\_\_\_\_

B. (2<sup>nd</sup> main point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

1. (1<sup>st</sup> supporting point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

2. (2<sup>nd</sup> supporting point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

Transitional sentence: \_\_\_\_\_

C. (3<sup>rd</sup> main point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

1. (1<sup>st</sup> supporting point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

2. (2<sup>nd</sup> supporting point-write a complete sentence) \_\_\_\_\_

\_\_\_\_\_

Transitional sentence: \_\_\_\_\_

**III. CONCLUSION**

A. SUMMARY (Review your main points in a complete sentence) \_\_\_\_\_

\_\_\_\_\_

B. TIE-IN (Describe how will you achieve a note of finality by referring back to your attention getter.)

\_\_\_\_\_

\_\_\_\_\_

DESCRIBE THE ACTIVITY YOUR GROUP WILL USE TO INVOLVE THE CLASS.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Writing a MLA Bibliography

### Book Example

Adler, Ronald B. and Rodman, George. Understanding Human Communication. 6<sup>th</sup> ed. New York: Harcourt Brace College Publishers, 1998.

### Government Publication Example

New York State. Committee on State Prisons. Investigation of the New York State Prisons. New York: Arno, 1994.

### Interview Example

Gordon, Suzanne. Interview. All Things Considered. National Public Radio. KUOP, Stockton, Calif. June 1, 1998.

Gyuran, Kim. Personal Interview. September 1, 1998.

### Magazine Example

Smith, Susan. "The American Army in Africa." Newsweek Oct. 4, 1998: 74.

### Newspaper Example

Collins, Glenn. "Single Father Survey Finds Adjustment A Problem." New York Times Nov. 21, 1983: B17.

### Pamphlet Example

Kilgus, Robert. Color Scripts Program Manual. Fort Worth: Tandy, 1981.

### World Wide Web Example

Barsotti, Charles. "Best Humor of All Times." <http://www.swcbc.com/besthumor.html>. August, 1997.

"I'm really disappointed I didn't get permission to attend that course on time management. I deserve better treatment than that. What's the good of breaking your back to do a good job, if no one is going to help you improve yourself so you can get ahead?"

**RESPONSE:** "They'll surely give you a chance later. Your turn will come in time. Just you wait and see."

**BLOCK** \_\_\_\_\_

**WHY BLOCK?** \_\_\_\_\_

"My supervisor makes mistakes and has me handle the situation for him. It ends up that he avoids confronting the issue directly. To add insult to injury, he says to me, 'It's your fault, you should watch for those mistakes,' but they are really his errors..."

**RESPONSE:** "It's worse than you think. He's telling everyone you're inept."

**BLOCK** \_\_\_\_\_

**WHY BLOCK?** \_\_\_\_\_

"This office is a big gossip factory. Everybody's just waiting around to spread some ridiculous lies about you. I'm fed up! I want to work someplace where everybody isn't out to get you."

**RESPONSE:** "How about yourself? Don't you talk about others? Sound to me like you're doing the very same thing you're complaining about."

**BLOCK** \_\_\_\_\_

**WHY BLOCK?** \_\_\_\_\_

"I don't know what I'm going to do. I'm making all kinds of mistakes, and I know my supervisor is unhappy with me. He's already yelled at me two times."

**RESPONSE:** "I really feel sorry for you. You and I both know you can't help it. It's really a shame."

**BLOCK** \_\_\_\_\_

**WHY BLOCK?** \_\_\_\_\_

"It's happened again! I was describing an office problem to my boss and she starts staring out the window. She doesn't seem to be really listening to me because she has to ask me to repeat things."

**RESPONSE:** "Gee, what was she looking at?"

**BLOCK** \_\_\_\_\_

**WHY BLOCK?** \_\_\_\_\_

"The company policy is supposed to be to hire from within the company. Now I find out that this person coming in to replace my boss is from outside the organization. I had my eyes on that job; I've been working hard for it. Well, if that's what they think of me, I know when I'm not wanted."

**RESPONSE:** "Well, what you should do is march right into the Vice President's office and tell her what you think about the situation."

BLOCK \_\_\_\_\_

WHY BLOCK? \_\_\_\_\_

---

"It happens every time the manager appears in my department. He just takes over as if I weren't there. When he sees something he doesn't like, he tells the employee what to do and how to do it. The employees get confused, I get upset, and finally he leaves. I'm responsible to him, so what can I do?"

**RESPONSE:** "You shouldn't let things upset you so much. They aren't really that important. After all, it's just a job. It's not your whole life."

BLOCK \_\_\_\_\_

WHY BLOCK? \_\_\_\_\_

---

"I work like mad to get rush projects completed! What's my reward for getting them out? Nothing! No thanks, not anything. In fact, most of the time the so-called rush projects are sitting on people's desks unattended for days."

**RESPONSE:** "Well, I can assure you I've got it way worse. Just yesterday in fact..."

BLOCK \_\_\_\_\_

WHY BLOCK? \_\_\_\_\_

---

"Oh, brother! Did a woman in our department get a promotion by buttering the higher ups! I'm more qualified than she is that promotion should have been mine. She doesn't need the money half as much as I do. What woman does?"

**RESPONSE:** "A lot of us have waited longer than you have. It's happened to all of us at one time or another."

BLOCK \_\_\_\_\_

WHY BLOCK? \_\_\_\_\_

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## GRADING SCALE

GRADING SCALE	A = 200-180	B = 179-160	C = 159-140	D = 139-120	F = 119-0
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### Keep track of your grades here!

Assignment	Points Possible	Points Earned	Running Total
Leadership Strength Presentation	5 pts. extra cr.		
Exam 1	15		
Exam 2	15		
Case Study Discussion	50		
Exam 3	15		
Exam 4	15		
Group Project	50		
Group Evaluation Report	10		
Individual Group Member Score	15		
Participation	15		
Extra Credit			
<b>Total</b>	<b>200</b>		

### Overall Grading Standards:

**Excellent** Superior reflections; responds fully to the project's objectives/guidelines; exercises critical thinking that is clear, concise, logical, deep, and discriminating; explains concepts/ideas thoroughly; provides satisfactory analysis of learning with reactions, thoughts, and comments; interweaves ideas/concepts with experience and perceptions; is focused, well organized and unified; demonstrates technical competencies; and displays high level of originality, commitment to one's ideas, and creativity.

**Good** Well developed reflections that are weak in some aspects of excellent reflections; does not address all aspects of project's objectives and guidelines; unclear or limited critical thinking that lacks deep analysis; may lack in organization and presentation of ideas; mistakes in technical competency; and does not reveal originality or creativity.

**Poor** Displays technical incompetence; serious problems in development, presentation, creativity, & critical thinking; project parts are missing; does not meet minimum requirements of the project; and little understanding of the project is demonstrated.

## **Case Studies**