

BUSINESS COMMUNICATION & ETHICS

BST 230

Workbook



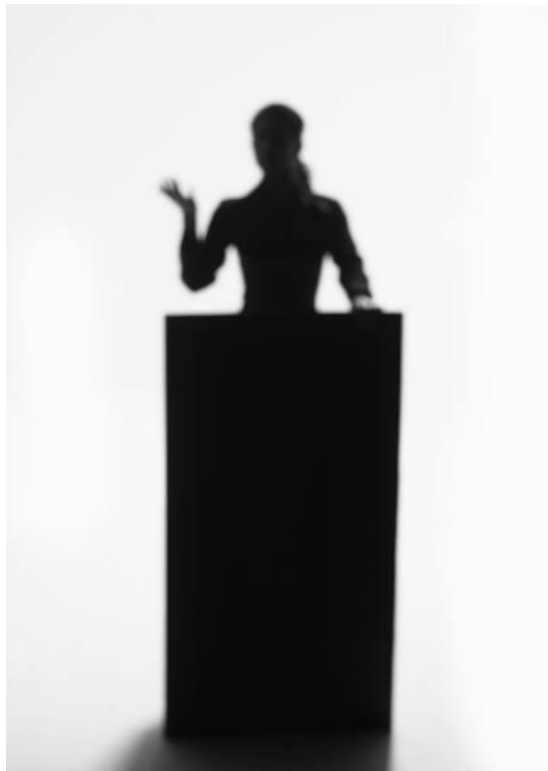
For Sections Taught By Chris Ross

2012-2013

Table of Contents

IN THIS WORKBOOK:

- Page 3.....Speech Presentation Options
- Page 6..... Adler Journal Entry Prompts
- Page 8.....Ethics Journal Entry Information
- Page 11.....Resume and Cover Letter Project
- Page 13..... Interview Project
- Page 14.....Meeting Project
- Page 15.....Group Project
- Page 16..... Informative Speech
- Page 18.....Informative Speech Rubric
- Page 19.....Persuasive Speech
- Page 22.....Persuasive Rubric
- Page 23.....End of Course Report
- Page 24.....Ceremonial Speaking



Speech Presentation Options

You will have four options to present your speeches:

- Using a free video capture/storage program: Vimeo
- Using a free video capture/storage program: YouTube
- Classroom presentation on the date assigned.

Regardless of option, you must still meet minimum requirements:

- You must have at least five audience members in the room when you deliver your speech.
- Audience members must be at least 13 years of age.
- Additional requirements will be listed in each speech.

Please review the Speech Presentation Options below. **You will need to choose which option will work best for you at least a week prior to the speech presentation.** If you are planning to use the Alternate Submission option - you must make arrangements with your instructor to ensure time, location, number of audience members, and delivery method.

NOTE: AUDIO-ONLY RECORDINGS WILL NOT BE ACCEPTED FOR CREDIT. The speaker's delivery shall be both clearly seen and heard, regardless of the method which is selected.

Vimeo

[Vimeo www.viemo.com](http://www.vimeo.com)

Vimeo is a free online video capture and storage program. You can choose to use your webcam to capture your video or if you own a digital video recorder, shoot your own video and upload to Vimeo for sharing.

To learn more, click on the Vimeo link above. You will find an introductory video and helpful links that can guide you through the recording process. After you join Vimeo, be sure to watch the introductory videos to get acquainted with the website and what it has to offer.

Once you have recorded your speech, you will need to copy and paste the address/URL in the Speech Assignment Link along with your outline and cards. Make sure your Vimeo settings will allow others to view your video.

YouTube

YouTube is a free online video sharing website where you can record, upload, view and share video clips. All you need is your webcam and a microphone to record or simply upload a video you recorded using a digital video recorder.

To learn more read the info below. You will find an introductory video and helpful links that can guide you through the recording process.

YouTube

Benefits of Using YouTube:

- YouTube is FREE for a basic account
- You can record videos with minimal equipment and cost: a basic webcam and microphone is all that is required.
- You can upload a digital video - even one that is recorded from your mobile device.
- YouTube is streaming video - so you can watch it instantly.
- You can choose to keep your video private or allow only select people to access it.

Watch the following video to learn how to upload your video to YouTube:

you may copy and paste the following url into your web browser:
http://www.youtube.com/v/_O7iUiftbKU&hl=en&fs=1

Learn how to use your webcam to record in YouTube:

you may copy and paste the following url into your web browser:
<http://www.youtube.com/watch?v=7gPSZin7ynI>

- **Special Note**

Videos must be no longer than 10 minutes when using a free account. You should consider closing other programs on your computer to speed upload time while recording. You should do a test run prior to your speech recording: test your camera, your microphone, and your spacing (where you and your audience members will be seated). Make sure your video is recorded and that the visual and audio are clear.

-

Submitting Your YouTube Speech

Once you have recorded your speech, you will need to copy and paste the address/URL in the e-mail along with attaching your outline and cards. Make sure your YouTube settings will allow others to view your video. If you choose to make the video private, you will need an email address for each person you will allow to view your video.

*Special thanks to Central Texas College Distance Education for this information.

**Note that the online submissions must be approved before students may submit.

Adler Journal Entries

Most journal entries from your primary text will ask you to reflect or complete some sort of entry surrounding what you should have learned in that chapter. The purpose of these assignments is to assess that students are able to apply information from the text into an assessment based practice.

It is expected that each entry be thoughtful in how it is written. Meaning, any statement, claim or argument made is properly supported and thought out.

Format:

Students should design a cover page using Microsoft Word (like this workbook's creation) for the entire journal. A table of contents should also be created. Each entry should start on its own page and each entry should be at least two (2) pages double spaced, sized 12 font in either Arial or New Times Roman. Any information cited or used must receive a proper citation by the student using MLA or APA (their choice).

Each entry should contain the date and chapter information (number and title). The next line should contain a crafted title for the entry in bold and italicized font. In the footer of each page should be the page number.

The syllabus provided to you contains the suggested due dates for each entry. It is the student's responsibility to complete each entry and submit them by the final deadline for the course assignment. Should a student fail to submit this journal in full by the due date, they will receive a "0" for this assignment. The total point value for this project is 275. The file should be saved as a PDF (if e-mailed) and either e-mailed or paper copy delivered by the due date.

Please see the entry prompts below for your guidelines for each chapter (keep in mind a handful will not have entries)

Chapter Prompts:

Chapter 1: Communicating at Work

Discuss a situation when you found yourself in conflict due to using technology (text messages, e-mail, instant messaging) rather than communicating face-to-face with someone. Be sure to be detailed and provide enough information so that the reader

understands the situation. What might you have done differently if you could have this communication event to do all over?

Chapter 2: Communication, Culture and Work

Discuss each of the following situations that you have experienced, witnessed or seen portrayed on television in the work place:

- A situation surrounding miscommunication and a person from another country
- A situation surrounding “jokes” about those of gender or sexuality minorities
- A situation surrounding accommodating someone with exceptionalities (vision impaired, hearing impaired, physical issues, etc)

Each one should address: a detail of the event, what was done correctly given the information you have from the text, what should have been done to make the situation less stressful/conflicted, how did this situation make you feel, how did the situation seem to impact the main person at the center?

Chapter 3: Listening

Recall a time when someone tried to discuss something of importance to them, but you were under great stress. What were some of the limitations to you hearing and listening as effectively as you could? Did this impact your relationship or cause conflict? What could have been done differently?

Chapter 4: Verbal and Nonverbal Messages

Describe one example of people using nonverbal communication to connect with one another. The example should have good detail, should describe the nonverbal communication as completely as possible in an action-by-action manner, and should include relevant verbal messages.

Option One: Go out into a public setting and observe how people are communicating with one another. Such as a park or shopping mall.

Option Two: Watch a television program or movie that will allow you to write this paper effectively with most of the program being watched on mute (this will enhance your ability to watch what they are doing rather than relying on what is primarily being said).

Explain how the nonverbal communication might create a connection between two people.

Explain what assumptions you made from watching their nonverbal communication.

Chapter 5: Interpersonal Skills

Detail a specific challenge you have faced in your workplace. Did this impact your relationship with the parties involved? How did this situation get resolved? What were the causes of the challenge? What could have been done differently?

Chapter 6: Principles of Interviewing

No entry required

Chapter 7: Working in Teams

Reflect on a time when you had to work in a group setting. Describe the situation in detail. What did you like about working in the group? What did you dislike? What characteristics from the text did you see happen in your group?

Chapter 8: Effective Meetings

You will provide a short analysis of the interaction of group members that you observe in action/meeting. For example, you could attend a County Commission Meeting; Weight Watchers Group Meeting, Staff Meeting, etc. Then write a short critique of what you have observed.

1. Briefly describe what group meeting you observed as well as where and when the meeting took place. [For example, "I observed the County Commission Council meeting on August 24, 2011 in Charleston, WV.]
2. What organizational plan was employed? [For example, Parliamentary Procedure was employed with the reading of the minutes, old business, new business, etc.]
3. How were the decisions made? [For example, majority rule, consensus, leader-dictated, etc.]
4. How was information about topics gathered? [For example, research was provided by group members, research was provided by staff or outsiders, or testimony was provided, etc]
5. Was there a formal designated leader? Did certain members seem to play particular roles and assume specific responsibilities? [For example, the Chairperson was the leader of the County Commission.]
6. Were there conflicts or disagreements between group members and/or outsider sand how were they resolved? [For example, some council members wanted to spend money on the county animal, while some other council members as well as the citizens testifying, were opposed. The council decided to discuss the issue in executive session.]
7. Did the group tend to digress (get off the topic)? Did someone get them back to the subject, and if so, who did so?
8. Did the group seem thorough and complete in its treatment of the subjects that it addressed?

9. Were the group members clear in expressing themselves by phrasing their ideas carefully and by presenting their ideas in a vivid manner?
10. Would you personally feel comfortable addressing this group? Why or why not? Explain.

Chapter 9: Developing and Organizing the Presentation

Brainstorm ideas for your upcoming informative and persuasive presentations. What would be good topics? Assess why you would be good to speak on these topics, what your strengths/weaknesses are, what you would need to support your thoughts and start to draft main and subpoints for your outline.

Chapter 10: Verbal and Visual Support in Presentations

Taking into consideration the information from the previous entry, now do similar activities but this time with the visual support you could use to enhance the presentation. Assess the pros and cons of several options.

Chapter 11: Delivering the Presentation

Discuss your thoughts on having to deliver these presentations. What are your personal goals? What are some fears you have? Why? How do you think you will do? How do you feel it will be received?

Chapter 12: Types of Business Presentations

Think back to a time when you have either received a telemarketer call or someone stopped you in the shopping mall to push a product. Why do you feel these types of presentations are seen with less care? What makes them so unpopular? What could be done to fix these type of presentations?

Ethics Journal Entries

Most journal entries from your primary text will ask you to reflect or complete some sort of entry surrounding what you should have learned in that chapter. The purpose of these assignments is to assess that students are able to apply information from the text into an assessment based practice.

It is expected that each entry be thoughtful in how it is written. Meaning, any statement, claim or argument made is properly supported and thought out. Given that you are provided with a detailed situation and two different texts to help garner additional information, it is expected that these be as detailed and thought out as possible.

Format:

Students should design a cover page using Microsoft Word (like this workbook's creation) for the entire journal. A table of contents should also be created. Each entry should start on its own page and each entry should be at least two (2) pages double spaced, sized 12 font in either Arial or New Times Roman. Any information cited or used must receive a proper citation by the student using MLA or APA (their choice).

Each entry should contain the date and chapter information (number and title). The next line should contain a crafted title for the entry in bold and italicized font. In the footer of each page should be the page number.

The syllabus provided to you contains the suggested due dates for each entry. It is the student's responsibility to complete each entry and submit them by the final deadline for the course assignment. Should a student fail to submit this journal in full by the due date, they will receive a "0" for this assignment. The total point value for this project is 300. The file should be saved as a PDF and either e-mailed or paper copy delivered by the due date.

Please see the entry prompts below for your guidelines for each chapter (keep in mind a handful will not have entries).

Entry Information

Complete each activity as instructed in the Ethics text following each case study. Failure to complete any part of the activities (example, there are three and you chose to only complete one) will result in a zero for that particular entry.

Overview

Using an actual job listing from a company in your area of interest, you will create a job application letter and a resume.

For the assignment, you will choose where you will apply, conduct minimal research regarding your target company, and analyze your own capabilities and assets. Then you will write a letter of application and a resume. You will submit the resume and letter for grading, along with a copy of the actual job listing.

Please note that you may use online postings (Careerbuilder, Indeed, Higheredjobs, Monster, etc)

Letter of Application

In a single page, you will write a letter of application for a job. Please follow proper business formatting, as outlined below. Also, you are required to turn in a copy of the job ad and/or position for which you are applying.

The letter is your first and maybe only chance to make a good impression, so be sure to provide all the most important details. Using the information found in the job ad, target your letter specifically to that company and that position. You should also design a professional-looking letterhead using fonts of your choice.

Formatting:

Margins are 1" or 1 1/4"

Full-block style (all paragraphs and lines begin flush left, except letterhead)

Blank line between each paragraph

Font should be Times New Roman 12pt (except for your name in the letterhead)

Structure:

Your name and address (letterhead)

Date

Name, title, and address of recipient

Salutation

Introductory paragraph

Body of letter

Conclusion (asking for an interview)

Complimentary close ("Sincerely," followed by 3 blank lines)

Signature and typed name

Grading Criteria:

1) Format of your letter

2) Information you choose to provide about yourself (and whether it matches the job ad)

- 3) Order in which the information is presented (most important first)
- 4) Grammar and punctuation.

Resume

In a single page, you will create a resume appropriate for the specific job for which you are applying.

When creating this resume, think of what you want the employer to learn about you in under five seconds. Microsoft Office has many templates and there are even more located out on the internet. Feel free to look through the countless types. Keep in mind though, just because something looks “cool” does not mean it will be professional to a recruiter or reviewer. Keep in mind as well that using these templates could cause bad design principles to be implemented and codes that make changing that document very difficult. Look at the organization, the appearance, and the information to determine whether the document you have created represents you at your best.

You may use a different font besides 12pt Times New Roman for the body of the resume, but do *not* use more than two styles of fonts—one for headings, and one for text. You *must* use parallel grammatical construction for all lists and bullet items.

Your resume will contain the following elements in *no more than five sections*:

- Name and contact information (use the same letterhead design as the application letter)
- Career objective (optional—do not include if it takes up too much space or is not necessary in your discipline)
- Education (with dates and locations)
- Work experience (with dates, locations, and specific descriptions of your duties, using active verbs and incomplete sentence construction)
- Other relevant sections, such as Qualifications, Skills, Accomplishments & Awards, or Volunteer Work (with dates and locations)

Grading Criteria:

- 1) Format of resume
- 2) Document design
- 3) Relevance of information
- 4) Punctuation
- 5) Grammar
- 6) Parallel construction of lists

INTERVIEW PROJECT

You will produce a resume that will be used in the next step in obtaining a position (most likely using the one from the Resume Assignment), the interview process. You will be interviewed in three separate, but equally important interviews. One will be with your instructor, another will be with a guest and the third being with a group/panel interview. It is not uncommon for someone seeking employment to have to go through a series of interviews (and sometimes presentations) with various people or groups/panels before an organization makes a decision on a candidate.

The scenario for this specific situation is that you are applying to obtain a vacant position in your local community in the private sector. The company will be fictitious and you will be given information prior to the interview about the organization. You will want to prepare yourself for questions from the interviewers on this issue.

Each interview should last approximately ten minutes and will be assigned its own score. You will receive three different interview scores: Your instructor will assign you a score for your interview together, the second solo interviewer will assign a score from your interaction with them, and then you will receive an averaged score from the panel.

A resume is required for this project, I would suggest making corrections to the one you previously submitted. You will turn in one copy to your instructor, one to the second solo interviewer, and have copies to present then panel. The resume should be current and contain all relevant information pertaining to yourself and the position. Templates for resumes are available online and through Microsoft as well. I advise you to make them unique, but also easy to review during the interview. Unlike many of the other written work for the course, this one can be creative and be of your own creation. Keep in mind the other warnings previously given about resumes.

Should you have questions, please see your instructor.

The scores from the three interviews and the resume will give the total grade for the project.

The point values will be as follows: Assignment	Points
Resume	15 Points
Phone/Skype Interview	20 Points
Solo Interview Two	20 Points
Group/Panel Interview	20 Points
TOTAL	75 POINTS

MEETING ASSIGNMENT

You will be given a series of mock meeting scenarios. It is up to the students in your group to conduct a healthy and effective meeting. The scenarios will be given in enough time for the group members to work together in order to achieve their proper outcomes. Feedback will be given via discussions in class on what was done well and what could be done to be more effective. Your grade will be determined on the feedback from the classmates, your instructor and your fellow group members.

Advertising Group Project

You may be as creative as you would like with this project. Create a totally new item or concept if you would like. Just remember to make this fun. You may use commercials/media creation as well (meaning create a video commercial to play during the presentation if you would like).

This is a guide as to what needs to be covered in the written report as well as the oral presentation. Make sure all sections are covered in the written and oral portions of this project. Here are some additional suggestions to assist you, however, do not consider this to be an exhaustive list:

- 1. Target Audience**
 - Who are you targeting with this Advertising campaign?
 - Why is this target a good audience for your product?
- 2. Advertising Medium**
 - What specific Advertising mediums will be used?
 - Why are these mediums appropriate in order to reach your intended audience?
 - How will these mediums assist you in delivering your message?
- 3. Message Strategy**
 - What are your objectives that you want to accomplish with this campaign?
 - What methods do you intend to use for this campaign?
 - What are the implications of the methods you have chosen for your campaign?
- 4. Value Proposition**
 - What does your product do for the customer?
 - Why does your customer care about this Value Proposition? (what's in it for them?)
 - How will you show this Value Proposition in your Advertising campaign?
- 5. Positioning**
 - What position do you hope to achieve with this product?
 - How will your Advertising campaign help you achieve this position?
 - How will the customer be convinced of this position?
- 6. Copywriting**
 - How do you intend to express the value & benefits of your product?
 - How will your copy best represent your product?
 - Why will your customer be responsive to this type of copy?
- 7. Media Strategy & Planning**
 - How do you plan to manage this Advertising campaign?
 - How often will the Advertisements be run?
 - When will be the best time to run this campaign?
 - How will you be able to track the progress of the campaign?
 - How will you determine the success of the campaign?

The oral presentation should not be merely reading your written report. You will be graded on your presentation skills. All members of your group must take part in the oral presentation. Use the oral presentation as your opportunity to cover all of the information contained in your report as well as additional information that is relevant to your product/service. Look at it as your opportunity to "sell" your product/service advertising campaign. After the presentation there will be a time for Q & A from the class. Plan your report in order to utilize all of the allotted time.

INFORMATIVE SPEECHES

Introduction

There are several types of informative speeches. They are speeches about objects, processes, events, and concepts.

- Decide on the type of informative speech you want to give. Do not choose a Process topic.
- Review types of support materials, including techniques to be used.
- Research informative presentations on a site like youtube for ideas.
- Review tips on visual aids.

You must refer to at least three (3) sources and incorporate at least one quote, one statistic, and one specific example. Use of a three dimensional visual aid is also required. This speech is required by the course syllabus. These are your time restrictions:

Minimum time is 4 minutes
Maximum time is 8 minutes.

Criteria for Evaluation

Although both preparation and delivery are of great importance, please remember that the bulk of your grade will come from the preparation and content of your speech.

The delivery portion of your speech will be based on the evaluation form. I will be answering the following questions as I critique the preparation of your speeches:

Quality of the preparation outline:

- a. Does it include the general and specific purposes and central idea?
- b. Are the Introductions and Conclusions fully developed?
- c. Is the outline of the body of the speech complete, logical, and understandable?
- d. Do the major points support the central idea?
- e. Is each major point supported with subpoints?
- f. Are transitions included?
- g. Was it attached as an .rtf (rich text format) document?
- h. If applicable, are the sources properly listed (MLA form)?
- i. Is an adequate amount of research evident?

Delivery outline on note cards:

- a. Does the speaker have note cards?
- b. Is the preparation outline reduced to a delivery outline on the note cards?
- c. Are the note cards sequentially numbered?

Introduction:

- a. Was the introduction funny, dramatic, or startling? Did it gain audience interest or evoke an emotional response? Was it effective?
- b. Does the introduction establish the speaker's credibility and prepare the audience for the topic?
- c. Did the introduction lead into the speech?

Conclusion:

- a. Did the conclusion summarize the main points of the speech?
- b. Did the conclusion end with a clincher?

Effectiveness:

- a. Was the speech effective?
- b. Was the speech interesting?
- c. Was the speech topic challenging?
- d. Did the speaker show evidence of adequate rehearsal?

Length:

- a. Did the speech conform to length requirements?
- b. Was the speech topic appropriate for the time limit?
- c.

Informative Speech Assignment

1. Create an outline
2. Write 3X5 Note cards.
3. Submit one of the following options depending on the delivery method of the course:
 - o Classroom presentation
 - o link to your Viddler video
 - o link to your YouTube video
 - o alternate submission information (approved by your instructor)

Grading Rubric for Informative Speeches

NAME _____

CONTENT

DELIVERY

Introduction (10 Points)

Voice (20 Points)

Attention to detail

Natural Conversation Manner

Orienting material

Vocal Variety

Previews

Projection

Central Idea

Rate of Speech

Transition

Animated/Enthusiastic

Information (16 Points)

Eye Contact (20 Points)

Interesting

Directness

Development of Central Idea

Body Movements (10 Points)

Supporting Material

Gestures

Length

Use of Face

Documentation of Sources

Posture

Credibility

Movement

Organization (14 Points)

Animated/Enthusiastic

Issue Arrangement

Use of Visual Aid (Can result in point

Met Time Constraints

deduction if one is not used)

Transitions

Comprehensive

LENGTH OF SPEECH:

Conclusion (10 Points)

GRADE:

Summary

Memorable Ending

(TOTALS: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F)

PERSUASIVE SPEECHES

Introduction

Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions. When you speak to persuade, you act as an advocate. Your job is to sell a program, to defend an idea, to refute an opponent, or to inspire to action. The ability to speak persuasively will benefit you in every part of your life, from personal relations to community activities to career aspirations.

Follow these guidelines:

- Decide on the topic for your persuasive speech. Do not choose an informative topic.
- Review/search speeches on sites like Youtube for some ideas
- Refer to chapters for information on speaking to persuade and for persuasive strategies.

You must refer to at least three (3) sources and incorporate at least one quote, one statistic, and one specific example. Use of a three dimensional visual aid is also required. This speech is required by the course syllabus. These are your time restrictions:

Minimum time is 4 minutes
Maximum time is 8 minutes.

Criteria for Evaluation

Although both preparation and delivery are of great importance, please remember that the bulk of your grade will come from the preparation and content of your speech.

The delivery portion of your speech will be based on the evaluation form. I will be answering the following questions as I critique the preparation of your speeches:

Quality of the preparation outline:

- j. Does it include the general and specific purposes and central idea?
- k. Are the Introductions and Conclusions fully developed?
- l. Is the outline of the body of the speech complete, logical, and understandable?
- m. Do the major points support the central idea?
- n. Is each major point supported with subpoints?
- o. Are transitions included?
- p. Was it attached as an .rtf (rich text format) document?
- q. If applicable, are the sources properly listed (MLA form)?
- r. Is an adequate amount of research evident?

Delivery outline on note cards:

- d. Does the speaker have note cards?
- e. Is the preparation outline reduced to a delivery outline on the note cards?
- f. Are the note cards sequentially numbered?

Introduction:

- d. Was the introduction funny, dramatic, or startling? Did it gain audience interest or evoke an emotional response? Was it effective?
- e. Does the introduction establish the speaker's credibility and prepare the audience for the topic?
- f. Did the introduction lead into the speech?

Conclusion:

- c. Did the conclusion summarize the main points of the speech?
- d. Did the conclusion end with a clincher?

Effectiveness:

- e. Was the speech effective?
- f. Was the speech interesting?
- g. Was the speech topic challenging?
- h. Did the speaker show evidence of adequate rehearsal?

Length:

- d. Did the speech conform to length requirements?
- e. Was the speech topic appropriate for the time limit?

Persuasive Speech Checklist

Ask yourself the following questions as you are preparing your Persuasive Speech;

1. Are all of my claims supported by evidence?
2. Do I use sufficient evidence to convince my audience of my claims?
3. Is my evidence stated in specific rather than general terms?
4. Do I use evidence that is new to my audience?
5. Is my evidence from credible, unbiased sources?
6. Do I identify the sources of my evidence?
7. Is my evidence clearly linked to each point that it is meant to prove?
8. Do I provide evidence to answer possible objections the audience may have to my position?

Persuasive Speech Assignment

4. Create an outline
5. Write 3X5 Note cards.
6. Submit one of the following options depending on the delivery method of the course:
 - Classroom presentation
 - link to your Viddler video
 - link to your YouTube video
 - alternate submission information (approved by your instructor)

Grading Rubric for Persuasive Speeches

NAME _____

CONTENT

DELIVERY

Introduction (20 Points)

Voice (40 Points)

Attention to detail

Natural Conversation Manner

Orienting material

Vocal Variety

Previews

Projection

Central Idea

Rate of Speech

Transition

Animated/Enthusiastic

Information (20 Points)

Eye Contact (30 Points)

Interesting

Directness

Development of Central Idea

Body Movements (30 Points)

Supporting Material

Gestures

Length

Use of Face

Documentation of Sources

Posture

Credibility

Movement

Organization (28 Points)

Animated/Enthusiastic

Issue Arrangement

Use of Visual Aid (20 Points)

Met Time Constraints

Transitions

Comprehensive

LENGTH OF SPEECH:

Conclusion (20 Points)

GRADE:

Summary

Memorable Ending

(TOTALS: 200-180 = A; 179-160 = B; 159-140 = C; 139-120 = D; 119-0 = F)

End of Course Report

Many jobs today call for an annual evaluation of personnel. Sometimes, a supervisor will observe you and write a written report about your performance. Other businesses ask employees to write their own evaluation of their work. Both types require the writers to be objective in their comments. This assignment gives you an opportunity to do a self-analysis of your own performance in this class.

Assignment

In a paragraph in 12-point type size, compose a self-evaluation for this class. Include the following:

- The level of your performance at the beginning of the class and at the end of the class.
 - What were your strengths and weaknesses?
 - Have they improved? How so? Have they worsened? How so?
- Which assignment do you think was most useful?
 - Why?
- Which ones do you think were fun?
 - Why?
- What would you add to the class?
 - Why?
- What would you subtract from the class?
 - Why?

Remember to be thoughtful and detailed in your report. It should be at least two pages but no more than five.

Ceremonial Speaking

Things to remember:

- Be brief or stay within the time you are given (ex: program notes length of your speech)
- Stay focused on who or what you are celebrating
- Show enthusiasm for who or what you are celebrating
- Pronounce all names correctly
- Keep comment appropriate (time and place for everything. Remember who is there)
- Do NOT inappropriately embarrass the person or event you are speaking

TYPES

Awards

A. Presenting an Award

a. Mention who is giving the award and the value of the award

b. Describe the selection process

c. Mention the qualifications of the recipient

B. Accepting an Award

a. Be gracious and brief

b. Be humble

c. Express the appreciation of the honor

d. Thank the group who is presenting the honor; those who have helped you

e. If you are not sure if you will be the recipient be prepared to speak just in case

Tributes

A. Eulogy- special tribute honoring someone who is dead.

a. Be genuine and sincere

b. Maintain self-control

c. Mention admirable qualities

d. Tell stories to illustrate character.

B. Toasts- Wedding and Other- NOT a roast

a. Be positive. Use names

b. Tell stories with vivid language

c. Do not embarrass the subjects inappropriately

d. Do not give toasts if intoxicated.

Farewells

A. If you are leaving, what will you remember; miss; won't miss; found memories; where are you headed; why are you going (if appropriate)

B. If another person is leaving: what will you remember about them; what will you miss about them; where they are going and why (if appropriate); congratulate (if appropriate).

Dedications

- Give background information/history if possible
- Declare what the business is open
- Mention who made this all possible.

Introduction of a Speaker

- Try to meet the speaker beforehand
- Mention their name several times
- Establish their credibility (qualifications, awards, service, etc)
- Sell the audience to the speaker
- Provide the title of their presentation
- Express your interest

Welcome

- Provide a formal public greeting to visitors and make them feel comfortable
- Give information about the occasion, who is attending and the environment

Commencement Speeches (graduate or guest speaker)

- Praise and congratulate the recipients who are graduating
- Specify what educational level has been met
- Add anecdotes or stories if appropriate
- Make positive reference to the future
- Keep it brief/within time limits.

Directions:

- 1) Pick one of the types of Ceremonial Speaking listed above
- 2) You do not have to turn in an outline; but you do need to have your thoughts ready and organized
- 3) Present the presentation. Grading information is listed below. Not presenting will earn a 0 grade.

Criteria	Point Value
Supporting Materials -Use appropriately/correctly -Interesting -Proper Citations	10 pts
Organization -Follows a logical structure -Full sentences used -Clear sequence of ideas -Identifiable main points	10 pts
Introduction -Interesting and clear -Grabs attention	5 pts
Conclusion -Wraps up speech -Memorable -Ends appropriately	5 pts
Delivery -Extemporaneous -Vocal variations -Volume -Eye Contact -Gestures -Little to no vocalized pauses	10 pts.
Meets time of 2-4 minutes	10 pts
TOTAL VALUE	50 PTS