

# SS-152: Communication and Presentation Skills

Thursday, 09 July, 2020

## Course Instructors

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## Remote Final Exam (Typed Only)

Attempt Time: 3 Hours

Submission (on LMS and through email) Time: 10 Minutes

**Total Marks: 80**

### Instructions:

1. The final exam will only be **TYPED**.
2. Submit a **SINGLE MS WORD** file on LMS, that is Google Classroom for this course, **as well as email** it using **your NU email ID** to the instructor's email address, which is [zunaira.malik@nu.edu.pk](mailto:zunaira.malik@nu.edu.pk) You will be given 10 minutes (after the 3 hours attempt time) for this purpose. **Use the standard file name format (Full course code - Roll number e.g. SS-150-18i-0123).**
3. Submissions after 30 minutes may not be accepted. **Try to submit soon after 3 hours of attempt time and do not wait for 10 minutes to be elapsed.**
4. Attempt all questions in the given order.
5. For proven cheating/ plagiarism, student will get an F grade even if the student had opted for S/U grade, and the case will be referred to DDC (Department's Disciplinary Committee). Instructors will conduct viva of randomly selected students or in case of doubt (significantly different attempt as compared to past performance in the course or matching attempt with other students). Along with copying information from various websites, plagiarism also includes sharing an attempt to other students (copy providing). Students who are not able to satisfactorily answer instructor's questions (based on the exam as well as slightly lateral but related concepts) during viva will also be considered as plagiarism cases.

	Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Total
Marks	16	05	15	14	10	10	10	80

## **Question-1** [Marks 16]

For each of the statements below, identify the fact(s), and identify the inference(s). Then, write three specific questions that “test” the validity of the inference.

**Example:** The campus walk-in health clinic is understaffed. I stopped by the other day and had to wait two hours to be seen.

**Fact:** I had to wait two hours to be seen at the walk-in clinic

**Inference:** The clinic is understaffed.

**Questions:**

1. Is one person’s experience alone enough to support the inference?
2. Are there times when there is not a backlog?
3. Are there other things besides staffing levels which could account for the wait?

1. Christy got a 96% on the first test. She must have crammed all weekend.
2. You can’t get a good job, unless you know someone. Mike searched everywhere for six months before he finally talked to his next-door neighbor who hired him for his construction company.
3. If you want to go to dental school when you graduate, forget it. In the past three years, none of the students from this program who applied, got in.
4. Kids today are growing up too fast. I mean, they carry cell phones and everything.

## **Question-2** [Marks 05]

Explain the difference between factual statements and inferences. Discuss why it is important to understand the difference.

## **Question-3** [Marks 15]

### **Analysis of the structure of a persuasive speech**

**Read the speech transcript below. Examine both the introduction and the close and analyze how these two work together to emphasize the main idea. Does the speaker want the audience to take any specific action? To change any particular beliefs or feelings?**

**Next, identify the transitional sentences or phrases that clarify the speech's structure for the listener, especially those that help the speaker shift between supporting points. Using these transitions as clues, list the main message and supporting points, then indicate how each transitional phrase links the current supporting point to the succeeding one.**

When we look at the chocolate we eat, the tea we drink, or the soap we use, we often think of the name brand companies behind these products. But how often do we consider the hands behind the products that we use and consume? Today, people of all ages around the world are receiving minute pay to produce the goods that sell big. Companies gain huge revenue, and yet the people behind their price get little compensation. To begin to close this disparity, fair trade has become a growing concept. Fair trade is defined as a trading partnership based on dialogue, transparency, and respect, that seeks great equity in international trade. This idea aims to empower marginalized people and improve the quality of their lives. Fair trade aims to pair fair wages to every worker. Increase labor and living conditions, and push developing countries toward stable production. However, current efforts to support fair trade around the world are inadequate. Developing countries have yet to see direct benefits of fair trade consumption. And as a developed society, we can help propel the progressive goals of fair trade. Currently, fair trade items only make up a small portion of consumer products in developed countries. And this is largely because we inherently choose to purchase cheaper goods. Stores around the US carry very few fair trade items, as low as 1% of their inventory. Most items we buy are conventional. We buy them cheaply, and laborers are paid cheaply. Over one quarter of a million children in the Ivory Coast, Ghana, Nigeria, and Cameroon, work can forced labor conditions on conventional cocoa, cotton and coffee farms. For every \$3 latte bought in the US, the workers who pick those coffee beans are paid on average just \$0.02. And Nestle, the world's largest food company, produces some of the most popular chocolate bars we know. And out of over 6,000 products, the only fair trade item Nestle has managed to put out is the KitKat bar. The rest of their cocoa comes from forced labor farms along

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the Ivory Coast. And these workers are part of the individuals that don't receive the benefits of fair trade. And this is because we, unintentionally, contribute to a system where companies can take advantage of workers. So as a nation promoting international relationships, our country can do a lot more to ensure fair trade is accessible, both within the country, as well as in developing areas around the world. The United States Farm Bill is a huge barrier in efforts to integrate fair trade products. It was originally designed as a security system for American farms during the Great Depression by distributing subsidies to struggling farmers. But today, this is a disproportionate distributor handing large sums of government money to large scale farmers to over produce staple crops. This is devastating to small farmers and small companies around the world because it decreases their abilities to export goods to large consumer societies, like the United States. We need to call on Congress to overturn this Act so that we can promote a market for fair trade goods and have the opportunity to put more sales of fair trade items into our economy. In fact, if African countries can increase their share of rural exports by just 1%, they would generate \$70 billion. This is five times more than how much they receive in aid. So increasing the prevalence of fair trade goods means more revenue. And more revenue means more opportunities to build sustainable economies and lifestyles. This begins with overturning barriers for growth. But merely petitioning to Congress is not enough. We, as individuals, have the power to directly benefit workers around the world. Certain clothing, coffee, fruits, soaps, and chocolates are all staples that are produced fairly. These items are labeled with the certified fair trade label, so that we, as consumers, can be sure of where our items came from, and be sure we got them fairly. The prices we pay for fair trade items go directly to the producers, cutting out the middle man that grabs profit. So supporting this cause is an achievable goal for all of us. For ourselves and for producers in developing countries, fair trade is an incredibly vital issue. We can seek out fair trade goods in place of conventional products and push for our government and businesses to do the same. Given the option to choose between conventional and fair trade, the option is ultimately yours. Fair trade, however, allows for all of us to provide quality livelihoods for those who give us quality products.

## **Question-4** [Marks 14]

Write a paragraph (280-300 words) describing a time when you effectively empathized with another person. What was the person's emotional state? How did you recognize it? What were the nonverbal cues? Verbal cues? What type of relationship do you have with this person? What type of empathizing did you use? Why?

## **Question-5** [Marks 10]

Read the scenario carefully, and answer the questions given below.

### **Scenario**

As Marna and Gloria were eating lunch together, Marna happened to ask Gloria, “How are you doing in Woodward’s speech class?”

“Not bad,” Gloria replied. “I’m working on this speech about product development. I think it will be really informative, but I’m having a little trouble with the opening. I just can’t seem to get a good idea for getting started.”

“Why not start with a story—that always worked for me in class.”

“Thanks, Marna; I’ll think on it.”

The next day when Marna ran into Gloria again, she asked, “How’s that introduction going?”

“Great. I’ve prepared a great story about Mary Kay—you know, the cosmetics woman? I’m going to tell about how she was terrible in school and no one thought she’d amount to anything. But she loved dabbling with cosmetics so much that she decided to start her own business—and the rest is history.”

“That’s a great story. I really like that part about being terrible in school. Was she really that bad?”

“I really don’t know—the material I read didn’t really focus on that part of her life. But I thought that angle would get people listening right away. And after all, I did it that way because you suggested starting with a story.”

“Yes, but . . .”

“Listen, she did start the business. So what if the story isn’t quite right? It makes the point I want to make—if people are creative and have a strong work ethic, they can make it big.”

### **Questions**

1. What are the ethical issues here?
2. What are the speaker’s ethical responsibilities?

## **Question-6** [Marks 10]

Why is it important to have a clear speech goal? Discuss this from the perspective of both audience and speaker.

## **Question-7** [Marks 10]

Read the scenario carefully, and answer the questions given below.

### **Scenario**

Tyler, Jeannie, Margeaux, and Madhukar were sitting around Margeaux's dining-room table working on a group marketing project. It was 2:00 a.m. They had been working since 6:00 p.m. and still had several hours' work remaining.

"Oh, the misery," groaned Tyler, pretending to slit his own throat with an Exacto knife. "If I never see another photo of a veggie burger, it will be too soon. Why didn't we choose a more interesting product?"

"I think it had something to do with someone wanting to promote a healthy alternative to greasy hamburgers," Jeannie replied sarcastically. "Right," said Tyler, "I don't know what I could have been thinking. Speaking of greasy hamburgers, is anyone else starving? Anybody want to order pizza or something?"

"No one will deliver up here this late," Margeaux replied, "but I have a quiche that I could heat up."

"Fancy," Tyler quipped.

"You wish," Margeaux said. "It came out of a box."

"Sure, that sounds great, thanks," Jeannie said. "I'm hungry too."

"It doesn't have any meat in it, does it?" asked Madhukar. "I don't eat meat."

"Nope, it's a cheese and spinach quiche," Margeaux said.

Tyler and Margeaux went off to the kitchen to prepare the food. Tyler took the quiche, still in its box, from the fridge. "Uh-oh," he said. "My roommate is a vegetarian, and he won't buy this brand because it has lard in the crust. Better warn Madhukar. He's a Hindu, so I imagine it's pretty important to him."

"Shhh!" said Margeaux, "I don't have anything else to offer him, and he'll never know the difference anyway. Just pretend you didn't notice that."

"Okay," Tyler said. "It's your kitchen."

### **Questions**

1. What exactly are Margeaux's ethical obligations to Madhukar in this situation? Why?
2. Does the fact that Tyler is not the host relieve him of all ethical responsibility in this case?