

COM175

Business Communications

|  |  |
| --- | --- |
| UNDERGRADUATE SCHOOL Fall 2017 |  |
| INSTRUCTOR Kristen Schaubhut |  |
|  |  |
| CLASS ROOM AND SCHEDULE Please see your MyCourses page for the room assignment and schedule of classes. Any changes will be indicated on MyCourses. |  |
| OFFICE HOURS See your MyCourses page. You should take full advantage of this opportunity to meet with your professor outside the prescribed class period. Please note that I am only regularly on campus Monday and Friday. |  |
|  |  |
| EMAIL [Kristen.schaubhut@faculty.hult.edu](mailto:Kristen.schaubhut@faculty.hult.edu) |  |
|  |  |
|  |  |



**CONTEXT & DESCRIPTION**

This course introduces students to the principles, processes, and practice of effective business communication, and equips students with key skills for successful engagement in professional settings, both in person and online. Students will learn how to work effectively in teams, give and receive constructive feedback, and resolve conflict situations. In addition, students will develop strategies and techniques for delivering clear and compelling presentations in both formal and impromptu contexts.



**OBJECTIVES**

Communication skills impact all aspects of life, especially business. At a fundamental level, a business is a team working towards a common goal. Businesses are built on the ability to articulate a problem, and design and communicate their solution.

Today’s students are the business leaders of tomorrow. Communicating effectively will be a marker of success within all disciplines of business (finance, marketing, strategy, accounting, etc.) and life. The skills developed in this course will serve as building blocks throughout their professional growth and career.

The goal of the course is to provide students with a communication toolset and set them up for success at Hult and beyond. This course will coach students in public speaking, teamwork, storytelling, visual presentations, pitching and strength finding.

This course is designed provide students with actionable communication skills.

Topics and discussion areas include

1. **Storytelling & Messaging:** Communicate ideas and stories with clarity, focus, and conciseness in both written and oral forms in multiple contexts (e.g., reports, emails, elevator pitches, professional presentations, or team discussions);
2. **Public Speaking & Visual Presentations:** Engage audiences in both written and oral communications, building on newly-acquired technical skills (including using basic presentation, visualization and infographics software and setting the stage through verbal and non-verbal cues);
3. **Project management:** for longer projects such as the midterm and finals, manage the project effectively, defining goals and audiences, setting and adhering to deadlines, coordinating teamwork;
4. **Team Dynamics & Interpersonal Skills:** Develop the interpersonal skills and constructive feedback strategies necessary for participating effectively in teams (e.g., creating shared culture, having difficult conversations), and manage effective client communications and professional relationships (e.g., crafting a value proposition and effective resume, writing a professional email, engaging audiences)
5. **Personal Branding & Strength Finding:** Cultivate and grow an authentic personal brand, both online and offline (including understanding, building and communicating your “value proposition” for teams, employers and investors, and reflect on social media strategies).



**SPECIFIC LEARNING OUTCOMES**

On completion of this course students should understand and be able to do the following:

1. Communicate ideas with clarity, focus, and conciseness in both formal and informal contexts
2. Participate effectively in teamwork and be able to provide and receive constructive feedback
3. Present an authentic personal brand both online and offline that effectively communicates a clear value proposition for employers and investors



**TEACHING AND LEARNING**

This is a highly interactive and experiential course designed to practice the fundamentals of effective communications. This class will take the format of discussions and multi-format exercises, including written and oral exercises, in-class and homework. The goal of utilizing these teaching methods is to develop learner autonomy and cultivate successful group interactions that can be replicated in a professional environment.

Students are expected to complete key readings and assignments prior to class, and engage in lively but courteous and respectful discussion. The Hult late assignment policy applies (see student handbook).

Independent learning and research outside of the class period will also be key to success in this course.

Class sessions throughout the term may include case studies, video clips, group work highlighting the importance of individual roles and responsibilities, individual and group presentations, video presentations, and online research



**METHOD AND WEIGHTING OF ASSESSMENT**



**Quizzes, Homework, and Participation**

**Due Date:** Recurring

**Weighting (% of final grade):** 15%

**Learning Outcome(s) Assessed: 1, 2, & 3**

**Description of Assignment:** Students will be assigned readings and home exercises. In-class, they are expected to discuss insights, opinions and engage in class discussion. Students will be assigned activities to be completed in class; some will be individual, others will be team projects.

**Grading Criteria (What constitutes a good assignment?):** Demonstrate understanding by applying lecture and reading material through the completion of homework assignments and actively engaging in class discussion and team work. Students with an unexcused absence on days when activities take place will receive 0%.



**Midterm Assignment Part 1:** Ted Talk Presentation (5 minutes)

**Due Date:** Presentations scheduled during week 6-7

**Weighting (% of final grade):** 25%

**Learning Outcome(s) Assessed: 1, 2, & 3**

**Description of Assignment:** Individual project consisting of a 5 minute (+/- 30 seconds) information "Ted Talk" talk on any topic related to theme of *Business Today*.

The topic will need to be approved by the professor through submission of a ‘Topic Approval Form’ on MyCourses by the end of week 4 (Friday 11:59pm).

Deliverables will be outline/notes, PowerPoint slides, and live presentation. Student presentations will be videotaped and provided to students in the form of an ‘Unlisted’ link on YouTube (only accessible with the correct URL).

**Grading Criteria (What constitutes a good assignment?):** A good assignment will tell a story! The student will engage clearly in both visual (using slides) and physical (body language & tone) ways while managing time limits of the Ted Talk.

* Demonstrate imagination and creativity in the design and development of your presentation
* Develop and sustain strong bonds of identification among the speakers, audience and the topic
* Demonstrate artful use of language and performance techniques
* A professional presentation that integrates verbal and non-verbal communication skills
* Use of professional visual aids

Students will be required to sign-up for a presentation timeslot by the end of Week 5. Students who do no sign-up for a timeslot prior to Week 6 will automatically lose 10%. Students who do not sign-up prior to Week 7 will automatically lose 20%. Students who never sign-up will automatically lose 30%.

Students who are absent (unexcused) on their designated presentation day will lose 10% per day between classes (including weekends), and will be first to present the next class.

**SMALL ASSIGNMENTS ARE INCLUDED IN THIS GRADE (see MyCourses Assignments: Mid-Term: Presenation)**

**Midterm Assignment Part 2:** Short Essay (600 words)

**Due Date:** see MyCourses for details

**Weighting (% of final grade):** 10%

**Learning Outcome(s) Assessed: 1, 2, & 3**

**Description of Assignment:** After completion of the individual Ted Talk, students will write a reflective essay on the experience of presenting: how they felt they did, what they did well, what could have been done to improve preparation, and what specific steps could have improved the actual act of presenting.

**Grading Criteria (What constitutes a good assignment?):** Students must watch the video of their presentation and utilize what they’ve learned in class to critique their performance.



**FINAL Assessment**

**Due Dates:** see MyCourses for details (vary by assignment)

**Weighting (% of final grade):** 50%

**FINAL Assessment Part 1:** Start-up Pitch NUG Challenge Presentation (8-10 minutes)

**Due Date:** Presentations scheduled during week 14 and 15

**Weighting (% Final Assessment Grade):** approximately 70%

**Learning Outcome(s) Assessed: 1, 2, & 3**

**Description of Assignment:** The challenge is for a team of 4-5 to come up with a startup product idea aimed at millennials. Groups will be randomly selected. The time requirement for this presentation is a minimum of 8 minutes, and a maximum of 10 minutes.

The team will organize as startup founders to prepare a business plan to be presented to investors. Groups will submit weekly ‘Meeting Minutes’ to describe the meetings and activities undertaken as a group and as individuals each week.

**Grading Criteria (What constitutes a good assignment?):**   
The top teams will apply lessons learned in class to pitch a product live. Students will be graded on presentation skills, public speaking, persuasion, teamwork, & creative problem solving.

* Demonstrate imagination and creativity in the design and development of your presentation
* Develop and sustain strong bonds of identification among the speakers, audience and the topic
* Demonstrate artful use of language and performance techniques
* A professional presentation that integrates verbal and non-verbal communication skills
* Use of professional visual aids

**SMALL ASSIGNMENTS ARE INCLUDED IN THIS GRADE (see MyCourses Assignments: Final Assessment)**

**Submission of weekly reports**

* + Minutes from group meetings **(Group will write one set of minutes and ONE group member will submit)** 
    - Including dates, times, and who was in attendance
    - What has been done since last MM were submitted
    - What is plan for each individual for the next week

All members of the group must be present and participate (talk) during the presentation.

* If a group member is absent, the group must continue with the presentation on their designated date.
* If the member’s absence is unexcused they will receive 0% for the presentation.
* If their absence is excused, they will be required to arrange a time/date ASAP with the professor and they will be required to give the entire group presentation on their own.

**FINAL Assessment Part 2:** Short Essay (900 words)

**Due Date:** see MyCourses for details

**Weighting (% Final Assessment Grade):** approximately 30%

**Learning Outcome(s) Assessed: 1, 2, & 3**

**Description of Assignment:** After completion of the group presentation, students will submit a short essay reflecting on the experience of preparing and delivering the presentation while working in a group.

**Grading Criteria (What constitutes a good assignment?):** Students must watch the video of their presentation and utilize what they’ve learned in class to critique their performance.

* Writing is concise; information is easy to understand; focus and direction and writing are made clear
* Arguments are supported with relevant knowledge and an application of theory on group dynamics
* Honest and insightful reflection on personal participation and performance
* Reflection on experience in group from the group’s formation until the final presentation.
* Essay is professionally formatted



Assignments will be discussed in additional detail throughout the term, and more complete descriptions and expectations will be posted to MyCourses. Students will have the opportunity to raise questions and concerns, but should not expect replies to emails related to assignments in the 24-hours prior to the assignment due date.

Written assignments must be submitted to MyCourses BEFORE 11:59pm on the due date. Emailed papers will not be accepted; however, if for some reason you are having difficulties uploading to MyCourses you should email the work (BEFORE 11:59pm on the due date) so that it will not be marked as late. Find a way to submit your work on time, it’s called problem solving!

**Assignments submitted after 11:59pm will lose 10% per day, as outlined in the Student Handbook. (12:00am or after is late)**

**ASSIGNMENT RUBRICS**

Rubrics for the TED Talk and NUG Challenge (presentations and essays) are included at the end of this syllabus to provide students with a better understanding of how they will be evaluated on the major graded elements for the course.

As needed, minor changes may be made to the rubrics prior to the assignment’s presentation/submission; students will be provided with this updated rubric as soon as possible.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASSIGNMENT SUMMARY** |  | **EVALUATION CRITERIA** | |  |  |
| QZ, HW, & Participation 15% |  | **Description** | **Grade** | **Grade Points** | **Percent Scale** | |
| Ted Talk (Pres. Part 1) 25% |  | **Very High Quality** | **A** | **4.00** | **90-100** | |
| Ted Talk (Essay. Part 2) 10% |  | **Good** | **B** | **3.00** | **80-89** | |
| NUG Challenge (Final) 50% |  | **Adequate (Pass)** | **C** | **2.00** | **70-79** | |
|  |  | **Inadequate** | **D** | **1.00** | **60-69** | |
|  |  | **Fail** | **F** | **0.00** | **0-59** | |



**SPECIAL POLICIES FOR THIS COURSE**

**Students are expected to be in class and checked-in at the start of the scheduled class time.**

You should read the Student Handbook to ensure you understand the School’s policies and procedures. Remember that:

* Students arriving more than five minutes late will not be admitted to class
* A late assignment will be penalized 10% per day, including weekends.
* If a student has below 70% attendance by the end of the semester, and if there are no approved mitigating circumstances, the student will receive an F grade for their final assessment deliverable or exam.

You are also expected to conduct yourself in a professional manner. That means mobile phones must be switched off and in your bags. You must be prepared to take notes, whether on a laptop or on paper, and should bring paper and pen to class for this purpose. The professor reserves the right to ask you to close your laptop at any time.

Students are expected to check their Hult email (@hult.edu) on a daily basis.

* Students are expected to regularly access the Business Communication page on MyCourses.
  + The MyCourses Inbox should also be checked daily for messages.
  + Check the course homepage for ‘Announcements’

Students who miss class have the responsibility to seek notes from their classmates and take it upon themselves to catch up on what work has been missed. Please remember that while the instructor is available to support learning, it is not her responsibility to re-teach lessons to students who miss class.

Many classes throughout the term will require Internet research and students are expected to be prepared with a charged laptop or computer tablet.

* Students who are found to be using technology inappropriately (i.e. shooting birds from slingshots, fending off attacking zombies with garden plants, or looking at the book of faces) may be asked to leave class and receive an ‘Absent’ mark for the class. This would not be acceptable in a professional business environment and is not acceptable in my classroom.
* Please have a pen/pencil available daily

Individual and group presentations may be video recorded for the purposes of aiding students in improving their public speaking skills.

**Extra Credit:** Opportunities for extra credit may be presented throughout the term

* Late submissions will not be accepted for credit under any circumstances.

**Once again: Please do not have cell phones on your desk; keep them silent and out of sight.**

* Having your device on your desk suggest that you are waiting for an interruption.



**ESSENTIAL READING**

Gamble, T. K., & Gamble, M. W. (2017). *The Public Speaking Playbook* (2nd ed.). Thousand Oaks: Sage Publications.

\*The text used for this course has limited print availability in the UK, and if you are not able to immediately acquire a printed copy of the text, **you are asked to purchase the text from a digital source** such as Amazon Kindle (<https://www.amazon.co.uk/dp/B01MQTY8RJ/ref=cm_sw_r_cp_dp_T2_jqkDzbF0ZNN6W)> or iTunes (iBook). There is a previous version of the text by the same authors (2015), which follows the same chapter layout and may be used in place of the 2017 edition.

* The Amazon Kindle ebook reader is available as a free application download on most computers and tablets (including Apple).
* iBook is a free application available on all Apple computers and iPads.

**Students are expected to have a physical or digital copy of *The Public Speaking Playbook* by Week 2**

**See MyCourses: Modules: Reading Assignments for instruction on specific reading assignments for each class.**

Specific articles and case studies may be assigned throughout the semester will be posted to MyCourses with at least one weeks’ notice. These readings must be completed PRIOR to attending class as the content will likely be integral to that lesson.



**RECOMMENDED READING**

See MyCourses page for optional readings.

*Books*

* Alvesson, M., & Spicer, A. (2016). *The stupidity paradox: The power and pitfalls of functional stupidity at work*.

Profile books.

* Berinato, S. (2016). *Good charts: The HBR guide to making smarter, more persuasive data visualizations.*
* Berkun, S. (2011). *Confessions of a public speaker*. O’Reilly Media.
* Cialdini, R. B. (2006). *Influence: The psychology of persuasion*. Harper Business.
* Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*. Palgrave Macmillan.
* Krum, R. (2013). *Cool infographics: Effective communication with data visualization and design*. John Wiley &

Sons.

* Pinker, S. (2015). *The sense of style: The thinking person’s guide to writing in the 21st century*. Penguin Books.
* Pink, D. (2013). *To sell is human: The surprising truth about moving others*. Riverhead Books.
* Reynolds, G. (2011). *Presentation zen: Simple ideas on presentation design and delivery.*New Riders.

*Articles / Journals*

* Toastmasters International
* MIT Sloan Management Review
* Harvard Business Review
* Garner, B. A. (2012). *The HBR Guide to Better Business Writing*. Boston, MA: Harvard Business School

Publishing.



**OTHER USEFUL MATERIAL**

Google Scholar

Ted.com

YouTube (Shark Tank, Dragons Den, Ted Talks)



**COURSE SCHEDULE**

The following schedule is subject to modification as necessary.

* Students will be given as much notice as possible if changes affect their class preparation.
* As necessary changes will be posted to MyCourses.



**WEEK ONE**

**THEME - PERSONAL STRENGTHS**Introductions  
Interpersonal Communication

* How does interpersonal communication work?



**WEEK TWO**

**THEME - PERSONAL STRENGTHS**Personal Branding

Brand Creation

Social Media  
Value Proposition

* How to make your business attractive to consumers and investors.



**WEEK THREE**

**THEME - PUBLIC SPEAKING**Audience  
Tone

Individualpresentation skills activities and analysis

* Can you hear me in the back of the room? What do I do with my hands while giving a presentation? Where should I look while giving a presentation? (HINT: Not at the PowerPoint!)



**WEEK FOUR**

**THEME - PUBLIC SPEAKING: Persuasion**Persuasive Verbal Techniques

Persuasive Non-Verbal Techniques



**WEEK FIVE**

**THEME - VISUAL PRESENTATION: Creating Visuals**Infographics  
Dense Content  
Visuals

Logos, Icons  
Data Sets

* When creating a PowerPoint presentation, what should and should not be included?
* What are the challenges and opportunities of presenting with technology? (HINT: Be over prepared)



**WEEK SIX**

**THEME - PRESENTATION: Storytelling**Structure and Organization

* “I kind of know what I want to say…now what?”
* How do I keep the audience’s attention from start to finish?

Social, Casual, & Formal Settings  
Authenticity

NUG Challenge Groups (second half of term) will be announced

**FRIDAY: MIDTERM TED Talk Presentations**



**WEEK SEVEN**

**MIDTERM TED Talk Presentations**



**WEEK EIGHT: Launch NUG Challenge**

**MONDAY:**

MIDTERM TED Talk Presentations (possible overflow from Week 7)

**THEME –TEAM DYNAMICS AND ORGANIZATION**Launch NUG Challenge

Myers Briggs

DISC personality profiling



**WEEK NINE**

**THEME - PROJECT MANAGEMENT**Effective meetings/Team analysis

Giving and Receiving Feedback

* How can you learn and grow through the acceptance of constructive criticism?



**WEEK TEN**

**THEME – PROJECT MANAGEMENT**

Team dysfunction and problem-solving strategies

* How can you utilize mediation in group conflict?

Project Management Basics



**WEEK ELEVEN**

**READING WEEK (NO CLASSES)**



**WEEK TWELVE**

**THEME – STORYTELLING, GROUP PRESENTING**Stories of brands

Group Presentation Strategies

* How do you prepare to present as a group?



**WEEK THIRTEEN**

**NUG COMPETITION PRESENTATIONS SCHEDULED**



**WEEK FOURTEEN**

**NUG COMPETITION PRESENTATIONS SCHEDULED**



**EXAM WEEK**

**NUG Challenge Essay submitted on MyCourses (No formal exam)**

**Rubric for Individual Presentation (TED Talk: Mid-Term)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A: Very High Quality (100-90%)** | **B: Good (89-80%)** | **C: Adequate (79-70%)** | **D: Inadequate (69-60%)** | **F: Fail (59-0%)** |
| **INTRODUCTION** | It previews, covers and develops  main points. Grabs the  audience’s attention. | It previews and covers main points. | Briefly explains presentation  and order of main points. | Barely introduces  topic. | Jumps right into topic with  no clear introduction. |
| **FAMILIARTIY WITH THE MATERIAL** | You have obviously practiced your presentation repeatedly.  You seem to be very comfortable with what you have to say. | You are generally familiar with your presentation and it is evident that you have practiced.  You seem comfortable with what you have to say. | You are only fairly familiar with your presentation.  .  You show limited comfort with the material | You are obviously not familiar with your presentation, and lacked practice. You don’t appear comfortable with what you have to say. | You are obviously not familiar with your presentation.  You seem uncomfortable with the material. |
| **KNOWLEDGE &**  **RESEARCH** | You clearly researched your topic well.  You present excellent data and examples to support your presentation. | You demonstrated adequate research of your topic.  You presented data and examples to support your presentation. | You demonstrated limited research of your topic.  You presented limited data and examples to support your presentation. | You demonstrated almost no research of your topic.  You presented almost no data or examples to support your presentation. | You demonstrated no research of your topic.  You presented no data or examples to support your presentation. |
| **EYE CONTACT** | You make eye contact with all sections of the room throughout your speech. | You consistently make eye contact with your audience, but you make eye contact with limited sections of the room. | You make eye contact with your audience in some parts of your speech. | You make eye limited eye contact with your audience during your speech. | You make eye almost no eye contact throughout your presentation. |
| **PERSUASIVE TOPIC** | Speaker had a clear point which  they were trying to convince the  audience to do or think.  They made clear arguments for  why the audience should do or  think what they are advocating. | Speaker had a point which  they were trying to convince the  audience to do or think.  They made some arguments for  why the audience should do or  think what they are advocating. | Speaker’s persuasive point  not entirely clear.  Speaker made limited  arguments for why the  audience should do or think  what they are advocating. | Speaker’s persuasive point  not clear.  Speaker made almost no  arguments for why the  audience should do or  think what they are  advocating. | Speaker’s did not make a  persuasive point.  Speaker made no  argument for why the  audience should do or  think what they are  advocating. |
| **VISUALS** | Visuals used nicely to support  what the speaker is saying.  Little to no reliance on visuals  to prompt speaker.  Innovative use of visuals. | Visuals used in an expected manner.  Data presented clearly.  Not overload of Information  present. | Visuals distract audience from  speaker. Too much data  Included.  Speaker focuses on visuals  instead of audience. | Speaker relies on visuals  to present important info.  Speaker’s attention  on visuals. | Visuals act as a crutch to  do the work of the  presenter.  Speaker’s attention  on visuals. |
| **CONCLUSION** | Nicely wraps up presentation.  Summary of main points. Makes  final persuasive pitch for  main idea. | Addresses main points again.    Mentions persuasive concept. | Addresses main points  Lacks persuasive final pitch of  concept. | Briefly mentions topics  No persuasion  attempted. | No clear conclusion.  Ran out of time.  Ends Abruptly. |

**ESSAY Rubric for Individual Presentation (TED Talk: Mid-Term)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A: Very High Quality** | **B: Good** | **C: Adequate** | **D: Inadequate** | **F: Fail** |
|  | **100-90%** | **89-80%** | **79-70%** | **69-60%** | **59-0%** |
| **INTRODUCTION**  Include a statement on the purpose of the essay.  Brief layout/plan for the essay.  Previews, covers  and develops main  points. | The introduction  places the argument  in context, provides  an order of ideas and  a clear thesis  statement. | Work contains a clear thesis statement which is generally well-supported, although it may contain some weak points. | The work addresses the topic, although the introduction may be lacking an explicit thesis statement. | Work attempts to  address the topic  but it is unclear  what the writer’s  position is. | Jumps right into  essay with no  clear introduction. |
| **CONCLUSION**  Summarize the main points of your essay.   Have a strong closing sentence. | Nicely wraps up with  summary of main  points and purpose  of essay in concluding  paragraph. | Addresses main points  and pulls essay  together in concluding  paragraph. | Addresses main  points but lacks  clear ‘wrap up’ in  concluding  paragraph. | Briefly mentions  topic in concluding  paragraph. | No clear  conclusion. |
| **PREPARING FOR PRESENTATION:**  **QUALITY AND DEPTH OF REFLECTION**  How much time did you put into preparing the visuals (if you used any)?  How much practice and what kind of practice did you do? (did you do any? In front of classmates, Skype, mirror, dog)  If you presented in front of other people, what comments or advice did they give you?  What changes were made to your presentation as a result of practice? | Effectively answers all  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  average reflection  of personal  experience from  this presentation. | Writing lacks  reflection of  personal  experience from  this presentation. | Does not answer  questions asked  regarding  preparation for  this presentation. |
| **ACTUAL PRESENTATION:**  **QUALITY AND DEPTH OF REFLECTION**  Think back on the experience of presenting and reflect on the video recording of the presentation: -Actual public speaking skills- as discussed in class -What was done well? -What was done poorly?  If you had a 'time machine' what would you do differently to improve your presentation? | Effectively answers all  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  average reflection  of personal  experience from  this presentation. | Writing lacks  reflection of  personal  experience from  this presentation. | Does not answer  questions asked  regarding  preparation for  this presentation. |
| **REFLECTION ON**  **YOUR CHANGE IN**  **PRESENTATION**  **SKILLS**  Have you improved compared to past presentations? What specifically has improved? What are you doing differently?  Include any changes to how you create or utilize visuals (PowerPoint).  Be specific in referring to public speaking skills we have addressed in class lessons/readings/videos.  What has been the most useful part of the course towards improving your public speaking/presentation skills?  Could anything else have happened or been taught during the class to help you more? | Effectively answers all  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  average reflection  of personal  experience from  this presentation. | Writing lacks  reflection of  personal  experience from  this presentation. | Does not answer  questions asked  regarding  preparation for  this presentation. |
| **WRITING QUALITY AND**  **MECHANICS:**  **SPELLING,**  **GRAMMAR,**  **ORGANIZATION OF**  **ESSAY** | The written work gives full consideration to grammatical accuracy as well as to other arguments and contains no irrelevant material.  Essay is organized and well sequenced with smooth transitions between paragraphs/  sections.  The writer uses clear and concise language and demonstrates a mastery of the key elements of business writing. | Adequate attention is paid to grammatical accuracy.  Essay is organized  and includes some  transitions.  The writer uses clear and concise language and demonstrates an understanding of the key elements of business writing. | The work may not give adequate consideration to grammatical accuracy, and may contain some weak points /material whose relevance is not clear.  The writer’s language is at times muddled and confusing and shows a limited understanding of business writing.  Essay writing  inconsistent, with  some parts well  organized but others  being rather  disjointed. | Attention to grammatical accuracy is inadequate and/or the essay contains much irrelevant material.  Essay is not  well organized and  lacks transitions.  The writer does not use clear and concise language and shows little understanding of business writing. | No attention is paid to grammatical accuracy.  The writer’s language is muddled and confusing to read and written in an unprofessional manner. |
| **LENGTH** | Meets word limit  (+/- 10%) | Under word limit  (11-20%) | Under word limit  (21-30%) | Under word limit  (31-40%) | Under word limit  (41% or more) |

**Rubric for Group Presentation (NUG Challenge: Final Exam)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A: Very High Qty** | **B: Good** | **C: Adequate** | **D: Inadequate** | **F: Fail** |
|  | **100-90%** | **89-80%** | **79-70%** | **69-60%** | **59-0%** |
| **INTRODUCTION** | It previews, covers  and develops main  points.  Grabs the  audience’s attention. | It previews and covers main points. | Briefly explains  presentation and  order of main points. | Barely introduces  topic. | Jumps right into  topic with no  clear introduction. |
| **CONCLUSION** | Nicely wraps up  presentations with  summary of main  points and final  persuasive pitch for  business idea. | Addresses main points  again and requests  consideration for  business. | Addresses main  points but lacks  persuasive  consideration for  audience. | Briefly mentions  topics, no  persuasion  attempted for  business. | No clear  Conclusion.  Ran out of time  for conclusion.  Ends Abruptly. |
| **ORGANIZATION**  **AND CLARITY** | Presentation is organized and well sequenced with smooth transitions. | Presentation is  organized, slides are  well sequenced and  most transitions  happen easily. | Presentation  inconsistent, with  some parts well  organized but others  being rather  disjointed. | Presentation is not  well organized and  the slide sequence  does not help  strengthen the  argument. | Insufficient or  no work. |
| **PRESENTATION**  **SKILLS** | Highly professional  execution of the  presentation on every  level. Teamwork,  where displayed,  was strong. Transitions  were seamless among  the team | Professional execution  of the entire  presentation.  Teamwork, where  displayed, showed  preparation and skill.  Transitions were  smooth. | Average execution of  the entire  presentation.  Teamwork was not  consistent. Some  transitions worked  well, others did not. | One or more  presenters lacked  confidence or  clarity. Teamwork,  where displayed,  appeared  disjointed. | Non-professional.  Shows lack of  practice and  preparation. |
| **CONTENT** | Content is relevant and  well supported by  details. Incorporates  innovative insights. | Content is relevant  and has basic  supporting details. | Content is somewhat  disjointed and lacks  supporting details.  Market research is  basic. | Content is sufficient,  but is missing some  supporting details  that could have  helped to  strengthen it.  Little  or no market  research. | Insufficient or  no work evident. |
| **PERSUASIVE** | Convinced of viability  and importance of the  business, and eager to  make investment. | Convinced there is  potential but would  like more information  before making a  decision to invest. | Team needs more  research and more  specific and accurate  data.  Importance of  business made clear,  and would consider  another meeting  in the future. | Doubtful of teams  own belief in the  business and unsure  of spending more  time considering the  business. | Felt time was  wasted and this is  an unconvincing  pitch for  investment. |
| **VISUALS** | Visuals used nicely to  support what the  speaker is saying.  Little to no reliance on  visuals to prompt  speaker.  Innovative use of  visuals | Visuals used in an  expected manner.  Data presented clearly.  Not overload of  Information present. | Distract audience  from speaker.  Too much data  Included.  Speaker focuses on  visuals instead of  audience. | Speakers focus on  visuals to present  important info.  Speaker’s attention  on visuals instead of  audience. | Visuals act as a  crutch to do the  work of the  presenter.  No original  thought. |
| **TIME** | 8-10 Minutes | 7 Minutes | 6 Minutes | 5 Minutes | 4 Minutes |

**ESSAY Rubric for Group Presentation (NUG Challenge: Final Exam)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A: Very High Quality** | **B: Good** | **C: Adequate** | **D: Inadequate** | **F: Fail** |
|  | **100-90%** | **89-80%** | **79-70%** | **69-60%** | **59-0%** |
| **INTRODUCTION**  Include a statement on the purpose of the essay.  Brief layout/plan for the essay.  Previews, covers  and develops main  points. | The introduction  places the argument  in context, provides  an order of ideas and  a clear thesis  statement. | Work contains a clear thesis statement which is generally well-supported, although it may contain some weak points. | The work addresses the topic, although the introduction may be lacking an explicit thesis statement. | Work attempts to  address the topic  but it is unclear  what the writer’s  position is. | Jumps right into  essay with no  clear introduction. |
| **CONCLUSION**  Summarize the main points of your essay.   Have a strong closing sentence. | Nicely wraps up with  summary of main  points and purpose  of essay in concluding  paragraph. | Addresses main points  and pulls essay  together in concluding  paragraph. | Addresses main  points but lacks  clear ‘wrap up’ in  concluding  paragraph. | Briefly mentions  topic in concluding  paragraph. | No clear  conclusion. |
| **EXPERIENCE WITH GROUP:**  **QUALITY AND DEPTH OF REFLECTION**  **(BE SPECIFIC)**  Show that you spent time and immersed yourself in the assignment.  Considering the topics/  lessons from this term,  describe how your group functioned:  -Teamwork  -Effective Meetings  -Leadership  -Giving and receiving feedback  -Constructive criticism | Effectively addresses,  through thoughtful  reflection, experience  with the group from  the time the group  was formed  through the  presentation. | Discusses experience  with group through  reflection, though  more detail would  have improved  writing. | Mentions  experience  with group but does  not go into  sufficient detail or  reflection. | Very little detail of  experience with  the group. Detail  mentioned may be  superficial and  require greater  depth of reflection. | Does not address  question of  experience with  group in any  notable detail. |
| **PREPARING FOR PRESENTATION:**  **QUALITY AND DEPTH OF REFLECTION**  **(BE SPECIFIC)**  How much practice did your group do? Where? (Did you do any?)  If you presented in front of other people, what comments or advice did they give you? What kind of advice was exchanged between group members?  What changes were made to your presentation as a result of practice? | Effectively answers all  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  average reflection  of personal  experience from  this presentation. | Writing lacks  reflection of  personal  experience from  this presentation. | Does not answer  questions asked  regarding  preparation for  this presentation. |
| **ACTUAL PRESENTATION:**  **QUALITY AND DEPTH OF REFLECTION**  **(BE SPECIFIC)**  Think back on the experience of presenting and reflect on the video recording of the presentation (consider  yourself and all your teammates- BE SPECIFIC): -Actual public speaking skills- as discussed in class -What was done well? -What was done poorly?  If you had a 'time machine' what would you do differently to improve your group’s presentation? | Effectively answers all  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  average reflection  of personal  experience from  this presentation. | Writing lacks  reflection of  personal  experience from  this presentation. | Does not answer  questions asked  regarding  preparation for  this presentation. |
| **REFLECTION ON**  **YOUR CHANGE IN**  **PRESENTATION**  **SKILLS (BE SPECIFIC)**  Have you improved compared to past presentations? What specifically has improved? What are you doing differently?  Include any changes to how you create or utilize visuals (PowerPoint).  Be specific in referring to public speaking skills we have addressed in class lessons/readings/videos.  What has been the most useful part of the course towards improving your public speaking/presentation skills?  Could anything else have happened or been taught during the class to help you more? | Effectively answers all  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  thoughtful reflection  of personal  experience from  this presentation. | Answers most  questions with  average reflection  of personal  experience from  this presentation. | Writing lacks  reflection of  personal  experience from  this presentation. | Does not answer  questions asked  regarding  preparation for  this presentation. |
| **WRITING QUALITY AND**  **MECHANICS:**  **SPELLING,**  **GRAMMAR,**  **ORGANIZATION OF**  **ESSAY** | The written work gives full consideration to grammatical accuracy as well as to other arguments and contains no irrelevant material.  Essay is organized and well sequenced with smooth transitions between paragraphs/  sections.  The writer uses clear and concise language and demonstrates a mastery of the key elements of business writing. | Adequate attention is paid to grammatical accuracy.  Essay is organized  and includes some  transitions.  The writer uses clear and concise language and demonstrates an understanding of the key elements of business writing. | The work may not give adequate consideration to grammatical accuracy, and may contain some weak points /material whose relevance is not clear.  The writer’s language is at times muddled and confusing and shows a limited understanding of business writing.  Essay writing  inconsistent, with  some parts well  organized but others  being rather  disjointed. | Attention to grammatical accuracy is inadequate and/or the essay contains much irrelevant material.  Essay is not  well organized and  lacks transitions.  The writer does not use clear and concise language and shows little understanding of business writing. | No attention is paid to grammatical accuracy.  The writer’s language is muddled and confusing to read and written in an unprofessional manner. |
| **LENGTH** | Meets word limit  (+/- 10%) | Under word limit  (11-20%) | Under word limit  (21-30%) | Under word limit  (31-40%) | Under word limit  (41% or more) |