



COM 490

Handouts

SENIOR LEVEL PAPERS/ESSAYS

All essays/papers are to:

- ☐ be typed and double spaced
- ☐ have either Times New Roman or Arial typeface and in a font size of 12 points
- ☐ be printed on clean, fresh opaque white paper
- ☐ be printed in very dark, clear lettering
- ☐ have 1" margins
- ☐ use APA style as necessary
- ☐ be checked for proper spelling, grammar, and syntax
- ☐ use the proper name of this department—Communication Studies not Communications
- ☐ have title pages with creative titles

Senior Level Papers:

- ☐ have clear introductions with a clear thesis/preview statement
- ☐ have a fluid and coherent body
- ☐ have a conclusion that summarizes the paper
- ☐ use *professional* language not pedestrain language (get, really, got it done)
- ☐ use COM terminology effectively
- ☐ do not include contractions
- ☐ do not misuse “its” and “it’s”
- ☐ do not misuse affect and effect
- ☐ do not misuse insure and ensure
- ☐ do not misuse your and you are
 - careful MicroSoft Word likes to offer you’re and generally it is incorrect
- ☐ avoid intensifiers
- ☐ author’s do not claim to posses something when they mean possess
- ☐ seldom preface a statement with “I think that” or “I feel that”
- ☐ distinguish between plurals and possessives
- ☐ do not use article titles or journal titles instead of the author’s name when giving credit within a statement
- ☐ are never submitted without having been proofread at least twice
- ☐ do not repeat mistakes from previous papers

You are a senior COM scholar and my expectations are high when I read your papers. You have been taught the importance of audience and situation analysis, the various theories of communication over the last several semesters. I expect your writing to illustrate the knowledge you have been provided. Everything you write and submit to me, to another professor, to a potential employer, to a future graduate school program represents you, your UNCW professors and the Department of Communication Studies at UNCW.

SENIOR LEVEL PRESENTATIONS

As students in the Discipline Capstone course for the Department of Communication Studies you have given many presentations. These might have been in your public speaking class, your business and professional speaking class, your debate class, your small group class, or even your mass communication and society class. In fact I feel it is safe to believe that you have given many presentations over your years in our department. However, here are a few reminders regarding what is expected in a senior level presentation.

Senior Level Presenters:

- ◆ Never, ever bore their listeners. As Dr. Weber informs his students, “You say you weren’t enthusiastic about your topic in the first place? You picked the wrong topic for you, my friend – there is no such thing as a boring topic, there are only boring presenters.”
- ◆ Use their speaking notes only to jog their memory. They have rehearsed their presentation and are prepared to speak with their eyes connecting with their audience not their speaking notes, the monitor, nor the screen.
- ◆ Do not hide behind the lectern, desk or the box that contains the computer equipment.

Senior Level Presentations:

- ◆ are extemporaneous. According to Lucas in the Art of Public Speaking, “Unlike an impromptu speech, which is totally off the cuff, an extemporaneous speech is carefully prepared and practiced in advance. In presenting the speech, the extemporaneous speaker uses only a set of brief notes or a speaking outline to jog the memory. The exact wording is chosen at the moment of delivery.” The key words in Lucas’ definition are carefully prepared and practiced in advance and that the speaker uses his/her brief notes to jog their memory. Extemporaneous speakers do not read a manuscript to the audience, especially a manuscript written at the last minute.
- ◆ have clear introductions. The 4 key components of an introduction are: Attention Getting Statement, Reason for Listening (to you and the topic), Central Idea, and Preview of Main Points. “Hello my name is _____” and “My topic is _____” are not appropriate ways to open a speech.
- ◆ have a limited number of mutually exclusive main points. The senior level presenter remembers that if they have too many main points the audience will have trouble sorting the information. Each main point is kept separate from the other main points. Also the time spent on each main point is balanced. Each of these steps makes it that much easier for the audience to truly enjoy your presentation.
- ◆ have a conclusion. The conclusion is the speaker’s last chance to summarize their main points and end the speech with a final statement. The conclusion begins with something other than “In conclusion”. The final statement is something besides “thank you” or “any questions”.
- ◆ have strong verbal and nonverbal delivery. Verbal delivery includes appropriate vocal variety. This can occur naturally if the speaker is at all enthusiastic about their topic. Nonverbal delivery includes but is not limited to strong eye contact with all members of the audience, appropriate hand gestures, etc. As Dr. Weber points out, “Every gesture, vocal tone, eye movement, pause and body movement is chosen because it makes the key ideas of the speech understandable and keeps the audience focused on those ideas.”

Orientation
Page
Samples

(see explanations in
assignment)

PORTFOLIO ITEM #4: CASE FILE

Portfolio Item Description—

- Intercultural Communication training materials
- Planning, logistics, and delivery communications

History of the Project—

- Semester project, Communication Training and Development course
- Training delivered to UNCW Student Affairs unit

My Contribution to the Project—

- Wrote training agenda and handouts
- Designed the PowerPoint slide show

Professional Skills Illustrated by This Project—

- Organizational analysis
- Needs analysis
- Professional writing
- Training design

Please note . . .

Letter of appreciation from client

Portfolio Item #4: Case File

Portfolio Item Description—

Materials for an Intercultural Communication half-day training package; plus planning, logistics, and delivery communications

History of the Project—

Developed in partial fulfillment of course requirements for a Communication Training and Development course; training delivered to UNCW Student Affairs unit

My Contribution to the Project—

I wrote the training agenda and the handouts. I also designed the PowerPoint slide show.

Professional Skills Illustrated by This Project—

- organizational analysis
- needs analysis
- professional writing
- training design

Please note . . .

. . . the letter of appreciation from the Student Affairs unit, testifying to the success and organizational impact of the training.

CONFERENCE REGISTRATION MATERIALS
FOR THE 2003
NORTH CAROLINA RHEUMATOLOGY ASSOCIATION
ANNUAL MEETING

DESCRIPTION

- ✓ Teaser Postcard
- ✓ Brochure
- ✓ Reminder Postcard

HISTORY OF PROJECT

- ✓ As administrative director my job was to create brochures and postcards that met requirements of Coastal AHEC our accrediting agency
- ✓ Announcements sent to over 250 rheumatologists in North Carolina, South Carolina and Virginia

PROFESSIONAL SKILLS ILLUSTRATED

- ✓ Needs analysis
- ✓ Professional writing
- ✓ Knowledge of design guidelines
- ✓ Ability to meet requirements enforced by others
- ✓ Microsoft Publisher

PLEASE NOTE

- ✓ Met goal to double 2002 attendance

Speechwriting file

Descriptions of file items

Four speeches I wrote for various occasions:

1. Speech of introduction
2. Persuasive speech
3. Speech for a special occasion: Toast
4. Motivational speech

Origins of the speeches

- 1, 2 & 3: upper-division *Speech Writing* course assignments
- 4: October 2004 Student Athletic Council ceremony

Professional Skills Demonstrated

- Analyzing audience, occasion and speech purpose
- Designing professional messages for specialized audiences
- Skills in persuasive oral and written communication

Please note . . .

- . . . letter from Council president confirming enthusiastic reception and high impact of Speech 4

Artifact # 4

Conference Registration Materials for the 2003 North Carolina Rheumatology Association Annual Meeting

Description:

- Teaser Postcard
- Brochure
- Reminder Postcard

History of Project

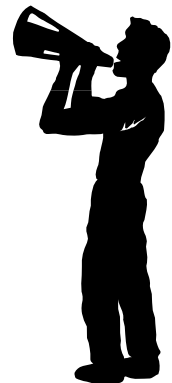
- job was to create brochures and postcards okay for accrediting agency
- sent 250+ rheumatologists in NC, SC & VA

Professional Skills Illustrated

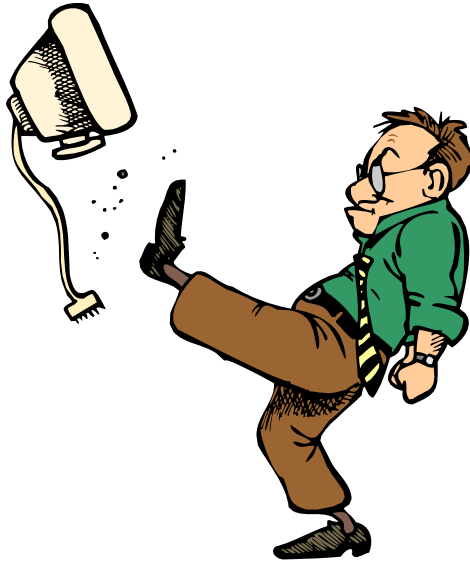
- needs assessment
- team work
- writing
- publisher
- receive okay from AHEC



I met my goal to
dbl 2002
people



How To Outline Handout



**If you don't want to feel like the gentleman above,
start early typing your outline.**

I hope the following tips will make it easier for you to type your outline.

For those of you that are not sure what version of Microsoft Word you have:

open Word

Click on Help in the toolbar

Click on About Microsoft Word

this will tell you what version you are using.

How To Outline
Using Microsoft Word – Office '97, Office '98
Office 2000 and Office 2002

- I To Start Outlining
 - A Go to Format
 - 1 Then to Bullets & Numbering
 - a Choose outline numbering if an option
 - b Choose the outline format that matches the Basic Outline Handout format
 - c If not available you will need to choose one and then click customize
 - 1 Follow the correct chart on next page to set the various items
 - a If using Microsoft Office 2002 do not put “.” after the roman numeral or letter.
 - 2 When done click okay
 - B Begin typing following the tips below
- II To create your outline
 - A To move forward use the tab key
 - 1 this will move you one level of the outline at a time
 - a for example: From Main Point I to subpoint A
 - B To move backwards hold the shift key down when you strike the tab key
 - 1 for example: From support material 1 to subpoint B
 - C To get a blank line between ideas (for example between “B” and the “II” above)
 - 1 hold the shift key down while striking enter OR
 - 2 click on the outline number icon on the toolbar to turn it on and off
 - a if it restarts with the wrong number go to format, then bullets and numbering, outline numbering, your customized version then choose continue previous list
 - D What to do if you need to add a main point or subpoint
 - 1 go to level above where you want to add a point and strike the enter key
 - a use above instructions to correction number and spacing
 - E What to do if you need to change roman numerals – for example between the introduction and body
 - 1 follow instructions in C.2.a and choose restart numbering.

Customized Outline Format Chart

for
Word 97, 98, 2000

| Level | Number Style | Aligned at | Indent at |
|-------|--------------|------------|-----------|
| 1 | I | 0.0" | 0.5" |
| 2 | A | 0.5" | 1.0" |
| 3 | 1. | 1.0" | 1.5" |
| 4 | B | 1.5" | 2.0" |

for
Word 2002

next to number position it should always read left.

| Level | Number Style | Aligned at | Tab Space | Indent |
|-------|--------------|------------|-----------|--------|
| 1 | I | 0.0" | 0.5" | 0.5" |
| 2 | A | 0.5" | 1.0" | 1.0" |
| 3 | 1 | 1.0" | 1.5" | 1.5" |
| 4 | a | 1.5" | 2.0" | 2.0" |
| 5 | 1 | 2.0" | 2.5" | 2.5" |

for
Word 2003

If it is not the same as 2002 use the basic idea to create an appropriate outline. Sorry but my computer on campus only has Word 2002.

Basic Informative Speech Format

Title

Your Name

Introduction

- I Attention Getting Statement
- II Reason for Listening
 - A to you (credibility)
 - B to the topic
 - C point A and B may be reversed
- III Central Idea (aka Thesis statement)
- IV Preview Statement

Body

- I Main point one – written as a complete sentence (not a question)
 - A Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
 - B Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
- II Main point two – mutually exclusive from point one
 - A Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - B Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
 - C Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
- III Main point three – mutually exclusive from points one and two
 - A Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
 - B Support/Evidence (key word/phrase)
 - C sub-support/evidence (key word/phrase)

Conclusion

- I Summary of main points/arguments
- II Clincher – final statement

This outline is meant to illustrate the basic format of an outline. If you still don't remember all the parts of a speech find your old COM 110 textbook or stop by to see your instructor.

Some Thoughts—and Warnings!—About Plagiarism

Guidelines prepared by David E. Weber, Ph.D.

Let's imagine you are writing an essay. Into it you insert information you found in a book or magazine or on line. Maybe you transcribe a passage from a print source, or copy-paste a paragraph from a website. It's not like you avoided doing the research. After all, you did look the stuff up.

It's no big deal, right? WRONG! Very wrong!

Organizations have rules for how members will relate to each other in those groups. And every organization has some differences in their rules. For example, in the large, complex organization we know as the U.S. Army, members follow a rule that under most circumstances, an officer must be saluted by any soldier of lower rank. Another example: many organizations today have a rule that you can't smoke in office space. UNCW, the organization you and I belong to, has a rule prohibiting plagiarism. UNCW has defined plagiarism as the "obtaining by any means another person's work, and the unacknowledged submission or incorporation of it into one's own work" (2003-2004 UNCW Code, 2003, p. 5). Every university in the U.S. happens to have a similar rule—an enduring and sacred rule in most universities.

Why the strict stand against plagiarism? First, the members (students and teachers) of a university are supposed to be committed to acquiring knowledge, and developing the mind to its fullest. Plagiarizing enables you to learn little more than how to plagiarize. It's wholly unnecessary to learn how to plagiarize, though, and virtually no substantial mental development occurs in the process, so for that reason alone, plagiarism has no place in a university.

Second, plagiarism is a form of theft: if you plagiarize, you have stolen someone's idea. You are a lying thief if you cause others to think that you came up with some great idea, or some clever words, all by yourself. You're telling your instructor, "I am such a lazy slug, I couldn't spend an extra minute or two writing down where I got some useful information from."

You may think to yourself, "People outside the university plagiarize all the time." That is an overstatement, but let's assume for a moment it's true. My response is: When you're out of school, if you wish to plagiarize, you're still a thief, a liar, and a lazy slug, but you're on your own—and personally, I hope someone cares enough to make you feel like a weasel. Right now, though, by being a UNCW student, you're a part of *this* organization, and you come under the force of *its* rules—and rule number one in the academic world is "Never plagiarize—give credit where credit is due for the ideas you express." *There is no shame in borrowing ideas from others, as long as you integrate the information properly into your essays or speeches, and give credit correctly to those from whom you borrowed.*

Here are some actions that students may not know are instances of plagiarism, but in fact your instructor will consider it plagiarism if you do any of the following:

- Copying a *sentence* from a webpage on the Internet, and pasting it into a word-processing document.

EXAMPLE: You are writing an essay on the topic of rhetoric. You visit an online encyclopedia, Encyclopedia Britannica Online, and come upon the following sentence:

In all times and places where rhetoric has been significant, listening and reading and speaking and writing have been the critical skills necessary for effective communication.

You copy-paste it into your document. Even though it's just one sentence, it's plagiarism unless you put quotation marks around it and cite its source properly.

- Copying a *paragraph* from a webpage on the Internet, and pasting it into a word-processing document.

EXAMPLE: You are writing an essay on the topic of McDonald's. You visit the McDonald's website and on the "Corporate Responsibility" homepage read the following paragraph:

At McDonald's, responsibility means striving to do what is right, being a good neighbor in the community, and integrating social and environmental priorities into our restaurants and our relationships with suppliers and business partners. It also means communicating about our efforts to address social and environment issues that matter to our customers and other stakeholders.

You copy-paste it into your document. Even though it's only one paragraph, it's plagiarism unless you format it correctly as a quoted passage, and cite your source properly. Let's say you change each "our" to "its" and don't cite the source—you've still plagiarized even though you changed a word.

- Keyboarding passages from a print source into a word-processing document you are composing.

EXAMPLE: You are writing an a report on classical management. In reviewing this topic in your course textbook—let’s say you’re using Katherine Miller’s *Organizational Communication: Approaches and Processes*, 3rd edition—you come across the following two sentences in a three-sentence paragraph:

Fayol suggests that power should be relatively centralized in the managers, who hold both authority over and responsibility to the employees. The employees within this power structure should then submit to the rules and orders of the managers.

You like that passage so you keyboard it into your document. Doing so is plagiarism, though, unless you put quotation marks around the passage you used and cite your source properly—even though we’re talking about only a couple of sentences and even though the *entire* paragraph was not put into your document.

- Rewording a passage (a sentence or two, a paragraph, or a large section) from a source and putting it into your document.

EXAMPLE: Working with the same passage from Miller that we addressed in the previous example, let’s say you don’t include the words “Fayol suggests that” in the passage that you enter into your document. If don’t cite the source (and use quotation marks correctly), you’ve plagiarized even though you changed the wording of the passage by leaving out the first three words of the first sentence.

Now, let’s say that you reword the Miller passage as follows:

Power should be more or less centralized among the managers, who hold authority as well as responsibility. The employees should then submit to the rules and orders of the managers.

Or perhaps as follows:

Managers must have power because they are responsible for what happens in the organization, and have authority over employees. The employees are expected do what the managers tell them to, and to follow the rules.

Did you plagiarize if you wrote either of those reworded passages (“Power should be...” and “Managers should have...”) and didn’t cite Miller? After all, you changed some words from what Miller originally wrote—several in the first passage, and many in the second. The answer: Yes, you *did* plagiarize if you didn’t cite Miller! After all, you retained the key ideas or concepts from Miller—“power,” “managers,” “responsibility,” “following rules,” and one or two others—or very close equivalents.

If you wish to paraphrase someone (i.e., express an idea communicated by another person, but not using the same words that the person used) you must do so by using words that are 100% different from those used by the original author. Also, you must correctly credit the original author for the idea. If you just can’t figure out a different way to express the idea, you simply must quote and cite correctly, or resign yourself to casting aside the idea.

Again, plagiarism means using someone else's work without crediting that person. Fortunately, a simple method exists by which you can use material that you yourself didn’t create or think of. The method is simply TO COMPLETELY AND CORRECTLY NOTIFY THE READER WHAT MATERIAL YOU BORROWED. In this course, that means using APA style to cite your sources.

There is no shame in borrowing ideas from others, as long as you integrate the information properly into your essays or speeches, and give credit correctly to those from whom you borrowed.

NOTE: If you have any question whatsoever how to include in your written or oral assignments ideas you borrow from someone else, please ask your instructor for guidance. Similarly, if you are unsure whether or not you are borrowing or being original, ask your instructor for his or her opinion, and follow your instructor's ruling. Also, if you ever have a question about APA style, consult the style booklet you used in COM 200 (Communication Research Methods), or ask your instructor or the Reference Librarian for coaching.

Date: 8/08/08

"You may never know what results come from your action. But if you do nothing, there will be no result."

– Mahatma Gandhi

Dear Thom,

As the new academic year unfolds, we all hope our returning students come armed to be prepared and organized to embark on the activities of the Fall recruiting season. At *CareerShift*, our mission is to help your college students conduct a pro-active job search in the easiest, most organized format, as possible.

I recently came across some interesting information regarding a well known tool, the **Elevator Speech**, that I want to share with you. The Elevator Speech is recognized as an exceptionally important element to the success of student communications in a variety of settings. Wide variation exists among experts as to the ideal length of this, however, it is usually a good idea that you create both short and long versions. Different situations, after all, may well call for diverse approaches.

The Elevator Speech or 60 seconds is a no expense marketing tool that you can use in an networking or introductory situation. It should be memorable and effective, moving you and your prospect further into conversation.

Create your Elevator Speech by answering these questions:

- Who am I? What do I offer? What field or industry am I in? -- Identify yourself in terms of a job function or contribution.
- What need or issue does the employer face and what problem can be solved?
- What are the main contributions I can make? What is my USP (Unique Selling Proposition)? What benefits can employers derive from my skills, based on my proven accomplishments?
- End with a question to invoke further conversation; What do you think about? How can I get a spot on your interview schedule? Can we set a phone appointment to discuss the issue of...? Can I send you my resume?

Then determine how effective and memorable the Elevator Speech is by using this checklist:

- ✓ I can state who I am, what my work is and what makes me unique in 60 seconds.
- ✓ In my 60 seconds I say my name and my school and concentration of interest.
- ✓ My 60 seconds has multiple parts that can stand on their own and invite conversation by the listener.
- ✓ I communicate how I do what I do differently, uniquely or unlike my competitors.
- ✓ I have a slogan or tag line or memory hook.
- ✓ I have a 30 second version of my 60 seconds that communicates the same information.
- ✓ The response I get from either version leads into further conversation. For instance, "Interesting; how do you do that?"

USING COMPUTER BASED TRAINING

(CBT for Students)

*Department of Technology Enhanced Learning
Information Technology Systems*

TOPICS COVERED

For assistance contact the
Technology Assistance Center:
962-4357
E-mail: tac@uncw.edu

Updated 8/08

Computer Based Training at UNCW, 2

Accessing Computer Based Training, 2

Finding a Course or Training Topic using Search-and-Learn, 3

Starting a Course, 4

Exiting and Resuming a Course, 5

Adding a Course to your Plan, 6

Certificate of Completion, 7

Need More Help?, 8

Computer Based Training at UNCW

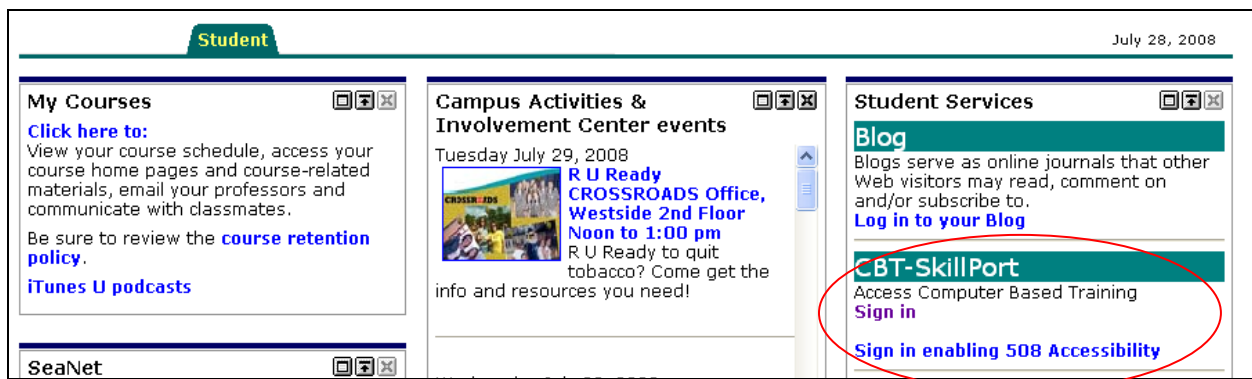
Technology Enhanced Learning and Information Technology Systems are excited to offer an upgraded Computer Based Training (CBT) system provided by **SkillSoft**, a worldwide online training provider.

Some of the advantages to the new computer based training courses include:

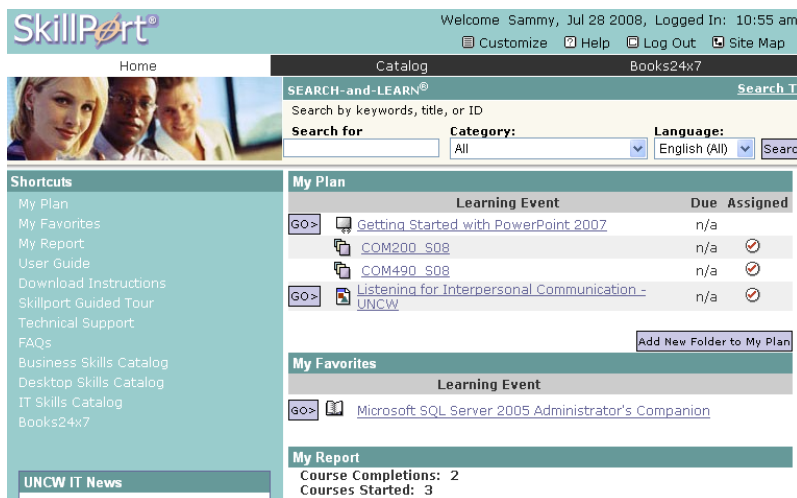
- Over 4,000 IT and Business courses
- Books 24x7, an online library containing over 9,000 reference manuals
- Courses can be used on or off campus, played live on the Internet or downloaded to your computer.
- “Search-and-Learn” feature provides a quick and effective way of searching for training topics.

Accessing UNCW Computer Based Training

You can find the link to Computer Based Training in SeaPort under the Student Services section:



Clicking on these links will take you to directly into your SkillPort account:



Finding a Course or Training Topic using Search-and-Learn

If you are looking for information on a particular topic use the **Search-and-Learn** feature. Enter the topic you are looking for and click the search button:

SEARCH-and-LEARN®
Search by keywords, title, or ID

Search for **Category:** **Language:**

A search on “PowerPoint 2007” returns the following results:

You searched for: PowerPoint 2007 in All Categories.

Search these results for:

Courses [View more Courses](#)

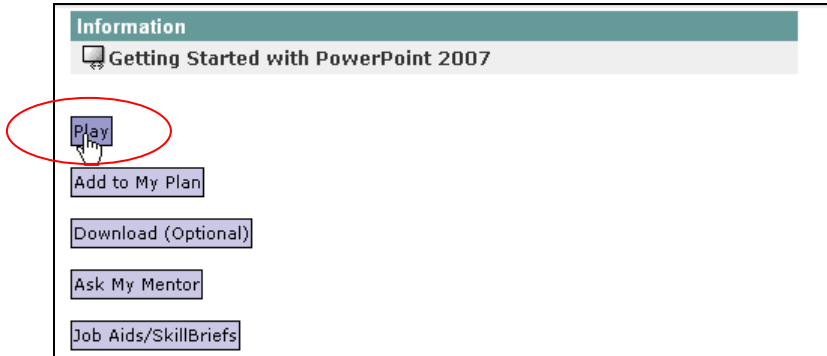
- [Adding Graphics to Presentations in PowerPoint 2007](#)
Microsoft PowerPoint 2007 is a useful authoring application tool for creating dynamic slide show presentations. This course demonstrates how to create visually appealing presentations using PowerPoint's design templates and implementing new Microsoft Office 2007 themes. ...
- [Getting Started with PowerPoint 2007](#)
Microsoft PowerPoint 2007 is a powerful authoring application that enables you to create high-impact, professional-looking presentations quickly and easily. ...
- [Distributing Presentations in PowerPoint 2007](#)
Microsoft Office PowerPoint 2007 provides numerous ways to produce and distribute dynamic, custom presentations. In this course you will be introduced to the process of securing your presentations for distribution by setting up passwords. ...
- [Creating Custom Slide Shows in PowerPoint 2007](#)
With PowerPoint 2007, creating customized slide shows has never been easier. This course shows you how to create custom slide shows that meet your differing audiences' needs. ...
- [Adding Multimedia and Animations to Presentations](#)
Microsoft's PowerPoint 2007 is one of the world's most widely used applications for creating presentations. Powerful, high-impact slide shows come to life with the addition of multimedia to your presentations. ...

Books [View more Books](#)

- [PowerPoint 2007 Bible](#)
Showing you how to build a compelling presentation with PowerPoint, this book will bring you up to the level of the most experienced and talented PowerPoint users in your office.
- [Microsoft Office PowerPoint 2007 Plain & Simple](#)
Delivering fast, precise information, this no-nonsense guide offers numbered steps in a concise, straightforward language that helps you learn the easy way to navigate Office PowerPoint 2007.
- [PowerPoint 2007 For Dummies](#)
Written for new and inexperienced PowerPoint users, this book will help you discover how to use the latest enhancements to PowerPoint 2007 quickly and efficiently so you can produce unique and informative presentations.

Starting a Course

To start a course, click on the course link. This link will take you directly to a course summary. To play the course click on the 'Play' button.



Click the 'Begin course' button to start the course:

The screenshot shows the SkillSoft Course Player interface. The browser address bar displays `http://library.skillport.com - SkillSoft Course Player - Microsoft Internet Explorer`. The course title is **Getting Started with PowerPoint 2007**. The interface includes a **Goal**, **Current Course Score**, and a **Course Menu** table.

Goal: access PowerPoint 2007 for the first time, create a basic presentation, and also get help in creating a presentation

Current Course Score: ---

To start the course from the beginning, select the Begin Course button.
To begin a topic or test, select any active topic or test link.

| | Type | Status | Current Score | Take Course Pre-test |
|---|-------------|-----------------------|---------------|---------------------------|
| Course Overview | Overview | <input type="radio"/> | N/A | |
| Using PowerPoint 2007 for the First Time | | | --- | Take Test |
| Lesson Pre-test | | <input type="radio"/> | | |
| First Steps in PowerPoint 2007 | Instruction | <input type="radio"/> | --- | |
| Creating Your First Presentation in PowerPoint 2007 | Instruction | <input type="radio"/> | --- | |
| Using Views in PowerPoint 2007 | Instruction | <input type="radio"/> | --- | |
| Creating a Basic Presentation in PowerPoint 2007 | Simulation | <input type="radio"/> | N/A | |
| Lesson Post-test | | <input type="radio"/> | | |
| Using PowerPoint 2007 Help | | | --- | Take Test |
| Lesson Pre-test | | <input type="radio"/> | | |
| Using the Help Features in PowerPoint 2007 | Instruction | <input type="radio"/> | --- | |
| Getting Help in PowerPoint 2007 | Simulation | <input type="radio"/> | N/A | |
| Lesson Post-test | | <input type="radio"/> | | |

The **Begin Course** button is circled in red.

To advance through the course, use the navigation bar in the lower right hand corner of the screen. Some of the newer SkillPort courses have an autoadvance feature which automatically moves you through the topic without clicking on the Next button.

Click Exit to bookmark your place in the course

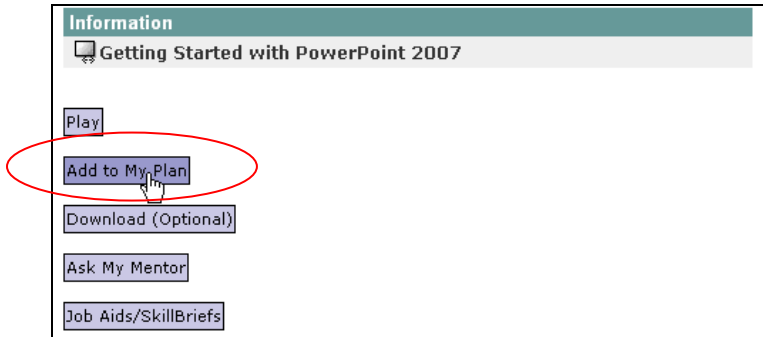


Exiting and Resuming a Course

To exit the course, click on the Exit button in the right hand corner of the window. SkillPort will place a bookmark on the topic you last accessed, and you can choose that topic to resume. If you close the window without pressing the Exit button, SkillPort will not place a bookmark in that section. To resume the course, click on the course link and click on the topic next to the bookmark.

Adding a Course to your Plan

When you have found a course you'd like to add to your training plan, click on the course link and the course summary window will appear. Choose the button **Add to my Plan**:



You can set a due date and even set an e-mail reminder to keep you on track:

The 'Add To My Plan' form contains the following fields and options:

- Event:** Getting Started with PowerPoint 2007
- Goal:** extra credit for class
- Required:**
- Due Date:**
 - None
 - Fixed date: July 29, 2010
 - Period after assignment: [] Days
- Recurrence:**
 - None
 - Every [] Days
- Reminder:**
 - None
 - Once
 - Daily
 - Weekly
 - Monthly
- Starting [] Days before the due date
- Buttons: Submit, Cancel


When you click "Submit," the course will be added to your plan:

| My Plan | | |
|---------|--|--------------|
| | Learning Event | Due Assigned |
| GO > | Getting Started with PowerPoint 2007 | n/a |

Certificate of Completion

When you complete a course and score 80% or higher on the course test, a certificate of completion will be generated. The certificate is available in the **My Report** section of SkillPort :

| Shortcuts |
|---|
| My Plan |
| My Favorites |
| My Report |
| Admin Tasks |
| User Guide |
| Download Instructions |
| Skillport Guided Tour |
| Technical Support |
| FAQs |
| Business Skills Catalog |
| Desktop Skills Catalog |
| IT Skills Catalog |
| Books24x7 |

When you have successfully completed a course, the 'View Certificate' icon  will appear in the Controls column of the completed course. The certificate can be printed and submitted to the instructor.

| Learner Records Progress Report | | | | | Print-friendly version |
|--|---------------------------|------------|------------|---------------|--|
| | | | | | Login Name: abc4321 |
| | | | | | Learner Name: Seahawk, Sammy |
| COMPLETED | | | | | |
| Course Title | Course ID | Started | Completed | Current Score | Controls |
| UNCW Technology Services and | ZUNI0101 | 02/25/2008 | 07/02/2008 | 88 | GO>   |

View Detailed Report


View Certificate

Your professor may also ask you to print the detailed report. To print this type of report, click on the 'View Detailed Report' link:

Learner Records Progress Report

Login Name: abc4321
Learner Name: Seahawk, Sammy

ZUNID101: UNCW Technology Services and Security Awareness

[GO>](#) 

| | Preassess | High Score | Current Score |
|-----------------|-----------------------|------------|---------------|
| First Access: | 2/25/08 10:16 AM | | |
| Last Access: | 7/2/08 1:57 PM | | |
| Times Accessed: | 9; Duration: 07:05:04 | | |
| Completed: | 7/2/08 1:57 PM | | |
| Lesson 1 | 50 | 100 | 100 |
| Lesson 2 | 0 | 100 | 100 |
| Lesson 3 | - | 38 | 38 |
| Lesson 4 | - | 100 | 100 |
| Lesson 5 | - | 100 | 100 |
| Overall Score | 10 | 88 | 88 |

Print the report and submit to your professor.

Need More Help?

SkillPort provides several resources in the Shortcut menu to help answer your questions:

Shortcuts

- My Plan
- My Favorites
- My Report
- User Guide
- Download Instructions
- Skillport Guided Tour
- Technical Support
- FAQs
- Business Skills Catalog
- Desktop Skills Catalog
- IT Skills Catalog
- Books24x7

There is a User Guide, instructions for downloading courses, Guided Tour, FAQs and online Technical Support.

You may also contact SkillSoft Technical Support at 1-866-754-5435.

**Recommend Courses in Discipline Specialty Areas
Beyond Core/Required Classes
for PCOM and COM Majors**

August 2008

ADVERTISING

COM 211 Storytelling
COM 230 Voice and Diction
COM 260 Digital Multimedia
COM 265 Survey of Mass Communication
COM 275 The Art of Persuasive Speech
COM 280 Television Aesthetics and Techniques
COM 290 Rhetoric of Popular Culture
COM 325 Business and Professional Communication
COM 365 Communication Law
COM 366 On-Camera Performance
COM 375 Communication Ethics
COM 380 Field Video Production
COM 385 Studio TV Production 1
COM 441 Communication Analysis
COM 467 Advertising in Mass Communication
COM 480 Field Video Production II
COM 485 Studio TV Production 2
COM 489 Advanced TV Production
MKT 340 Principles of Marketing
MKT 347 Promotion Management
MKT 442 International Marketing
ART 112 Drawing Fundamentals
ART 220 (CSC 220) 3-D Computer Graphics Tools and Literacy

**DIGITAL MEDIA and VIDEO
PRODUCTION**

COM 260 Digital Multimedia
COM 265 Survey of Mass Communication
COM 268 Broadcast Journalism
COM 280 Television Aesthetics and Techniques
COM 365 Communication Law
COM 366 On-Camera Performance
COM 368 Advanced Broadcast Journalism
COM 380 Field Video Production I
COM 385 Studio TV Production 1
COM 465 Mass Communication in Society
COM 467 Advertising in Mass Communication
COM 480 Field Video Production II
COM 485 Studio TV Production 2
COM 489 Advanced TV Production
ART 220 (CSC 220) 3-D Computer Graphics tools and Literacy
ART 320 (CSC 320) Computer Animation

**INTERRACIAL/INTERCULTURAL
COMMUNICATION**

COM 245 Com with Deaf and Hearing Impaired Persons
COM 342 Diversity in Public Communication
COM 390 Intercultural Communication
COM 391 Interracial Communication
COM 392 Aging and Communication
COM 429 Organizational Culture
COM 443 Rhetoric of Faith Healing
COM 445 Nonverbal Communication
ANT 250 World Cultures through Film

INTERPERSONAL COMMUNICATION

COM 220 Interpersonal Communication
COM 223 Mediation and Conflict Management
COM 225 Health Communication
COM 245 Communication with Deaf and Hearing Impaired Persons
COM 276 Argumentation and Debate
COM 297 Leadership Images in Film
COM 311/LED 311 Communication and Leadership
COM 390 Intercultural Communication
COM 391 Interracial Communication
COM 392 Aging and Communication
COM 423 Negotiation
COM 445 Nonverbal Communication
SOC 345 Sociology of the Family
PSY 223 Life Span Human Development
PSY 366 Psychology of Marriage and Family
ANT 303 Anthropology of Gender

MEDIA STUDIES

COM 265 Survey of Mass Communication
COM 268 Broadcast Journalism
COM 290 Rhetoric of Popular Culture
COM 297 Leadership Images in Film
COM 350 Politics and Film
COM 360 Mass Media Research
COM 365 Communication Law
COM 368 Advanced Broadcast Journalism
COM 375 Communication Ethics
COM 441 Communication Analysis
COM 465 Mass Communication in Society
PLS 208 Politics and the Entertainment Media

PAR 315 Media Ethics
ENG 384 Reading Popular Culture
SOC 303 Media and Society
SOC 304 Popular Culture
SOC 306 Sociology of Culture

ORGANIZATIONAL and GROUP COMMUNICATION

COM 221 Small Group Communication
COM 223 Mediation and Conflict Management
COM 225 Health Communication
COM 276 Argumentation and Debate
COM 297 Leadership Images in Film
COM 311/LED 311 Communication and Leadership
COM 325 Business and Professional Communication
COM 327 Organizational Communication
COM 345 Speech Writing
COM 365 Communication Law
COM 375 Communication Ethics
COM 390 Intercultural Communication
COM 391 Interracial Communication
COM 427 Advanced Organizational Communication
COM 428 Communication Training and Development
COM 429 Organizational Culture
COM 423 Negotiation
COM 445 Nonverbal Communication
ENG 312 Writing for Business
MGT 350 Principles of Management
MGT 358 Organizational Behavior
PLS 308 Public Administration
PSY 336 Industrial Psychology
SOC 340 Organizations in Modern Society
SOC 486 Sociology of Work and Occupations

PERFORMANCE STUDIES

COM 116 Performance of Literature
COM 210 Performance of Children's Literature
COM 211 Storytelling
COM 216 Storytelling in the Community
COM 230 Voice and Diction
COM 316 Advanced Performance of Literature
COM 320 Performance of Southern Prose
COM 366 On-Camera Performance
COM 415 Experimental Theatre
ENG 353 Southern American Literature
ENG 354 North Carolina Writers
ENG 380 Literature for Children
THR 130 Improvisation
THR 230 Acting for Non-Majors
THR 301 Voice and Movement
PSY 324 Psychology of Aging
PSY 418 Motivation and Emotion

PUBLIC RELATIONS

COM 221 Small Group Communication
COM 223 Mediation and Conflict Management
COM 260 Digital Multimedia
COM 265 Survey of Mass Communication
COM 270 Writing as Strategic Communication
COM 275 Art of Persuasive Speech
COM 280 Television Aesthetics and Techniques
COM 290 Rhetoric of Popular Culture
COM 311/LED 311 Communication and Leadership
COM 322 Introduction to Public Relations
COM 325 Business and Professional Communication
COM 327 Organizational Communication
COM 345 Speech Writing
COM 365 Communication Law
COM 366 On-Camera Performance
COM 375 Communication Ethics
COM 390 Intercultural Communication
COM 418 Public Relations Case Studies
COM 422 Advanced Public Relations
COM 423 Negotiation
COM 460 Desktop Publishing
COM 465 Mass Communication in Society
COM 467 Advertising in Mass Communication
COM 498 Internship in Communication Studies
ECN 125 Survey of Economics
ENG 202 Introduction to Journalism
ENG 204 Introduction to Professional Writing
ENG 312 Writing for Business
LED 211 Principles of Leadership
HST 333 American Social History
MGT 350 Principles of Management
MGT 358 Organizational Behavior
MKT 340 Principles of Marketing
MKT 345 Sports Marketing
MKT 347 Promotion Management
MKT 349 Consumer Behavior
MKT 442 International Marketing
PLS 272 American Political Culture
PLS 302 Public Opinion and Democracy
PSY 336 Industrial Psychology
PLS 220 Introduction to International Relations
PLS 222 Contemporary International Political Issues
PSY 365 Social Psychology
PAR 315 Media Ethics
BLA 361 Legal Environment of Business

PUBLIC SPEAKING

COM 110 Public Speaking
COM 116 Performance of Literature
COM 221 Small Group Communication
COM 230 Voice and Diction
COM 275 The Art of Persuasive Speech
COM 276 Argumentation and Debate
COM 325 Business and Professional Communication
COM 345 Speech Writing

COM 441 Communication Analysis
ENG 303 Reading and Writing Arguments
PAR 110 Introduction to Logic
PSY 418 Motivation and Emotion

RHETORIC and COMMUNICATION THEORY

COM 275 The Art of Persuasive Speech
COM 276 Argumentation and Debate
COM 280 Rhetoric of Popular Culture
COM 342 Diversity in Public Communication
COM 350 Politics and Film
COM 441 Communication Analysis
COM 443 Rhetoric of Faith Healing
ENG 303 Reading and Writing Arguments
ENG 387 History of Literary Criticism and Theory
ENG 388 Rhetorical Theory to 1900
ENG 389 Rhetorical Theory since 1900
HST 290 The Practice of History
PAR 211 Philosophy of Human Nature
PAR 317 Epistemology
PAR 318 Metaphysics
PSY 365 Social Psychology
SOC 360 Social Theory
ANT 208 Language and Culture

**Please review COM 295 and COM 495
course offerings, as they may apply to your
area of interest.**

**Please note that only COM courses will
count toward your major credit hours, all
other courses will be considered general
electives.**

CORE SKILLS

Thanks to Dr. David Weber for sharing this document.

More than 20 years ago, educator Dr. Dorothy Rich proposed that each person has certain “beliefs, behaviors and attitudes” that prepare him or her to be an achiever (<http://www.megaskillshsi.org/aboutMegaSkills.html>). Dr. Rich described these “success attributes that we need in order to maximize our potential in life” (<http://www.megaskillshsi.org/aboutMegaSkills.html>) as the “inner engines of learning” (<http://www.megaskillshsi.org/aboutMegaSkills.html>). She labeled them MegaSkills®, and proposed that the more MegaSkills® a person has acquired, the more enthusiastically and competently will the person engage in the process of learning—inside *as well as* outside formal educational environments.

Much of what happens outside a classroom can be defined as learning. For example, my uncle retired at age seventy-five, and had never picked up a golf club. He chose to spend a few hours a week on a golf course with an experienced golfer, who repeatedly told him what to do with respect to thinking and moving in the context of golf. My uncle thereby learned how to play golf, i.e., learned how to employ a golfer’s habits of mind and body.

In the work force, you must manage resources (time, money, people), perform efficiently (e.g., know when you can and can’t cut corners), and navigate an organization’s or industry’s political waters. As a worker, you become competent less often by formal training, and more often by observing, and then attempting to replicate, actions taken by experienced professionals or veteran members of your organization. You will, however, learn in a dynamic, informal, improvisational environment no more easily than in a stable, formal, structured classroom if you don’t possess certain fundamental personal attributes designed to help you learn.

Often called “learning how to learn,” acquiring those attributes is really the process of developing what we in the Communication Studies Department call **CORE SKILLS**. Dr. Rich called them MegaSkills® and identified eleven of them. We combined some of Rich’s original eleven attributes, and added one or two others. (To find out what Rich’s original eleven MegaSkills® are, please consult her 1999 book, *Career MegaSkills®*.)

Here is our “take” on the core skills:

The Communication Studies Department sponsors a diverse array of courses and resources. We expect that as a result of your personal engagement with course content and learning activities, you will accumulate knowledge about communication, and develop skill in handling specific communication challenges. We require, though, that in addition, you will also develop attitudes vital for mastering whatever you must master long after you’ve earned your bachelor’s degree. Without well-developed core skills, then, you will be hard-pressed to learn what you must whenever you must learn it.

We have identified eight core skills—admittedly not comprehensive list, since other attributes could be added. These eight are imperative, though, for anyone who wants to pursue challenging outcomes in life. In particular, these eight core skills marry well with the art, craft and science of communication as we teach it. You may have heard us say that in this department, “theory and practice inform one another”—what we teach as dependable knowledge or creditable skill has its roots in well-grounded theory. So too with the eight core skills. Some of them are “habits of mind” and involve functional thought processes. Others are “habits of action” and focus primarily on instrumental behaviors. We think of them, however, as working together—in that certain habits of mind result in particular habits of action, and certain actions helping refine habits of mind—because after all, “theory and practice inform one another”! Ultimately, we do expect you to link mind and muscle by committing unconditionally to honoring the ethical dimensions of thought and their concomitant obligations that must guide actions.

| Core Skill | Definition |
|------------------------|---|
| Confidence | Feeling able to do what you set out to do—mentally, emotionally, and physically. |
| Responsibility | Taking control of the actions necessary to do what you set out to do. This requires you to coordinate motivation, initiative and perseverance, in alliance with confidence. |
| Intellectual curiosity | Valuing and participating in experiences that enhance “the life of the mind” |
| Collaboration | Working with others to accomplish a high-quality outcome when completing a task, providing a service, creating a product, or giving a performance. |
| Critical thinking | Using sound reasoning, criteria, theories and definitions to explore specific questions or issues of concern. |
| Problem solving | Coordinating all that you know and can do to bring about satisfactory outcomes. |
| Civility | Showing appreciation for the dignity of other people and the importance of meeting social expectations. |
| Praxis | Able to do what the theory or concept tells you to do, with skill and self-awareness—competent action taken in line with responsible choice |

“Can I really acquire Core Skills as a Communication Studies major?”

| Core Skill | How to acquire or refine this skill as a COM student— <i>brief list, very few examples</i> |
|------------------------|--|
| Confidence | Performance tasks (oral briefings, on-camera work, storytelling, etc.) and writing assignments can instill confidence in your ability to express yourself effectively under pressure. |
| Responsibility | Taking responsibility to ask high-level questions in class helps you connect concepts, themes and practices across courses...as does participating in extracurricular opportunities . |
| Intellectual curiosity | Requesting enrichment work, seeking peer or instructor feedback on early drafts of assignments, going beyond a minimally acceptable amount of research suggests intellectual curiosity, and enhances the experience of living “the life of the mind.” |
| Collaboration | Group projects (e.g., student panels, studio production projects, community-outreach service assignments) require collaboration and improve you as a collaborator...as does stretching yourself to be a better team member from one project to the next. |
| Critical Thinking | Your critical thinking will sharpen during such tasks as: preparing and conducting a debate, contributing during class discussion, analyzing scholarly or artistic texts, and composing essays that require you to construct an argument. |
| Problem solving | Encounter, analyze and solve problems when you undertake research projects, DIS challenges, internships...and when you actively participate in a COM student club or university club. |
| Civility | Respectful involvement in class discussion, serving as an engaged audience member during a performances, “pulling your own weight” out of respect for group members as people, being honest and supportive when giving peer feedback—civility is visible and refined during all such communication exchanges. |
| Praxis | Connect course content to your own thinking, bring that informed thought into a survey of communication choices you may make, and make choices that marry your thinking and values with the ethical imperative—the praxis of communication consists of the routine interplay, observable as congruent, among practice (i.e., communication action taken), thought and feeling. |

Analyzing your Work Preferences



Studies show that students who explore their own interests, values, likes and dislikes tend to make career choices that lead to greater job satisfaction. This handout will help you analyze your values, interests, skills, and work preferences.

I. Values

Individual, emotion-rooted wants and needs

II. Interests

Ideas, events and activities that stimulate your enthusiasm

III. Skills

Competencies that you have or can develop which are used in various work tasks and settings

IV. Work Preferences

All of those factors other than work roles and tasks that define an individual's environment

V. Now what?

VI. Additional resources

This self assessment process may benefit you at various times throughout your life.

I. Values

The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

- 1 = Not important at all
- 2 = Not very important
- 3 = Reasonably important
- 4 = Very important in my choice of career

- Help Society:** Do something to contribute to the betterment of the world I live in.
- Help Others:** Be involved in helping other people in a direct way, either individually or in small groups.
- Public Contact:** Have a lot of day-to-day contact with people.
- Work with Others:** Have close working relationships with a group; work as a team toward common goals.
- Affiliation:** Be recognized as a member of a particular organization.
- Friendships:** Develop close personal relationships with people as a result of my work activities.
- Competition:** Engage in activities that pit my abilities against others where there are clear win-and-lose outcomes.
- Make Decisions:** Have the power to decide courses of action, policies, etc.
- Work under Pressure:** Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.
- Power and Authority:** Control the work activities or (partially) the destinies of other people.
- Influence People:** Be in a position to change attitudes or opinions of other people.

- Work Alone:** Do projects by myself, without any significant amount of contact with others.
- Knowledge:** Engage myself in the pursuit of knowledge, truth, and understanding.
- Intellectual Status:** Be rewarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field.
- Artistic Creativity:** Engage in creative work in any of several artistic forms.
- Creativity (general):** Create new ideas, programs, organizational structures, or anything else not following a format previously developed by others.
- Aesthetics:** Be involved in studying or appreciating the beauty of things, ideas, etc.
- Supervision:** Have a job in which I am directly responsible for the work done by others.
- Change and Variety:** Have work responsibilities which frequently change in their content and setting.
- Precision Work:** Work in situations where there is very little tolerance for error.
- Stability:** Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
- Security:** Be assured of keeping my job and a reasonable financial reward.
- Fast Pace:** Work in circumstances where there is a high pace of activity, in which work must be done rapidly.
- Recognition:** Be recognized for the quality of my work in some visible or public way.
- Excitement:** Experience a high degree of (or frequent) excitement in the course of my work.
- Adventure:** Have work duties which involve frequent risk-taking.
- Profit, Gain:** Have a strong likelihood of accumulating large amounts of money or other material gain.

- Independence:** Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to do.
- Moral Fulfillment:** Feel that my work is contributing significantly to a set of moral standards that I feel are very important.
- Location:** Find a place to live (town, geographic area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.
- Community:** Live in a town or city where I can get involved in community affairs.
- Physical Challenge:** Have a job that makes physical demands which I would find rewarding.
- Time Freedom:** Have work responsibilities which I can work at according to my own time schedule; no specific work hours required.

Now choose five of these work values that are the most important to you and write them on the lines below. If you can think of any other work values (desired satisfactions) that are not included in the list and which are especially important to you, add them to the four values you list on the lines below.

- 1.
- 2.
- 3.
- 4.
- 5.

II. Interests

Most people demonstrate their interests by how they spend their time. Review the list below and place a check () next to those activities which you currently enjoy doing. Place an asterisk (*) beside those things that you enjoy, but don't presently have the time and/or the opportunity to do. Think about which of these interests might translate into a fulfilling career.

- | | | |
|--|--|---|
| <input type="checkbox"/> studying nature | <input type="checkbox"/> exchanging ideas | <input type="checkbox"/> operating computers |
| <input type="checkbox"/> being outdoors | <input type="checkbox"/> conserving natural resources | <input type="checkbox"/> observing human behavior |
| <input type="checkbox"/> rearranging furniture | <input type="checkbox"/> drawing, painting ,or sketching | <input type="checkbox"/> church activities |
| <input type="checkbox"/> decorating things | <input type="checkbox"/> studying art | <input type="checkbox"/> working with your hands |
| <input type="checkbox"/> collecting things | <input type="checkbox"/> bookkeeping | <input type="checkbox"/> creating new things |
| <input type="checkbox"/> listening to music | <input type="checkbox"/> working with animals | <input type="checkbox"/> learning how things work |
| <input type="checkbox"/> traveling to new places | <input type="checkbox"/> being around animals | <input type="checkbox"/> reading philosophy |
| <input type="checkbox"/> playing with children | <input type="checkbox"/> scientific research | <input type="checkbox"/> dissecting an organism |
| <input type="checkbox"/> solving problems | <input type="checkbox"/> the media | <input type="checkbox"/> dancing |
| <input type="checkbox"/> working with numbers | <input type="checkbox"/> reading for pleasure | <input type="checkbox"/> ballet |
| <input type="checkbox"/> raising funds for causes | <input type="checkbox"/> analyzing movies | <input type="checkbox"/> bird watching |
| <input type="checkbox"/> working on cars/machines | <input type="checkbox"/> designing things | <input type="checkbox"/> anticipating needs of others |
| <input type="checkbox"/> growing plants | <input type="checkbox"/> budgeting | <input type="checkbox"/> visiting older people |
| <input type="checkbox"/> meeting people | <input type="checkbox"/> joining public causes | <input type="checkbox"/> socializing at parties |
| <input type="checkbox"/> reading a spiritual guide | <input type="checkbox"/> talking about politics | <input type="checkbox"/> caring for sick people |
| <input type="checkbox"/> building things | <input type="checkbox"/> doing electrical work | <input type="checkbox"/> giving advice |
| <input type="checkbox"/> analyzing systems | <input type="checkbox"/> studying stocks and investments | <input type="checkbox"/> planning events |
| <input type="checkbox"/> studying languages | <input type="checkbox"/> data processing | <input type="checkbox"/> studying artifacts |
| <input type="checkbox"/> engaging in business activities | <input type="checkbox"/> reading novels | <input type="checkbox"/> using a microscope |
| <input type="checkbox"/> teaching others | <input type="checkbox"/> science fiction | <input type="checkbox"/> playing team sports |
| <input type="checkbox"/> supervising people | <input type="checkbox"/> writing poetry and stories | <input type="checkbox"/> playing individual sports |
| <input type="checkbox"/> exploring new places | <input type="checkbox"/> visiting forests and streams | <input type="checkbox"/> selling things |
| <input type="checkbox"/> public speaking | <input type="checkbox"/> singing | |

Other things not listed:

III. Skills

Look through the following skill families and check any that you feel you have demonstrated to your own satisfaction. In addition, circle words or phrases that have meaning for you.

Communication Skills

- Writing - copywriting for sales, creative writing, prose, poetry, expository writing, essays, reports
- Proposal Writing - for government funding; for revising organizational operations
- Editing - newspaper, magazine pieces, manuscripts
- Rewriting - technical language into popular form, revising articles or manuscripts
- Interviewing - evaluating people orally for specific purpose, obtaining information from others
- Corresponding - answering inquiries by mail, initiating letters with others, soliciting information by direct mail
- Speaking - publicly to an audience, individually to many people, on radio or television
- Selling - ideas to others, products, policies
- Listening - to extended conversations between others; to extended conversations from one person in order to help him/her
- Remembering - large quantities of information, names, faces, places, long sequences of events or instruction
- Motivating - others for peak physical performances; others for psychological efforts, helping them to overcome their inertia
- Politicking - generating support for one's ideas, generating financial support for an organization or project, attempting to influence policy
- Explaining - justifying one's actions to others, making obscure ideas clear to others
- Dramatizing - business/commercial ideas (advertising presentation); social concerns, problems; working behind the scenes for dramatic events

- Fund Raising - on a person-to-person basis, such as door-to-door collecting for charity; from large foundations, organizations; for political candidates; through sale of products and services; through advertising
- Persuading - influencing others to see your point of view; persuading others to help you
- Reading - large amounts of material quickly; reading written materials with great care

Numerical /Analytical Skills

- Auditing - assessing the financial status of an organization or program
- Record Keeping - orderly keeping of numerical data records, keeping log of sequential information, creating and maintaining files, clear and accurate financial records
- Measuring - obtaining accurate scientific measurements
- Calculating - performing mathematical computations, assessing the risks of an activity that is contemplated
- Updating - keeping a file of information up-to-date; completing records; acquiring new information on an old topic
- Budgeting - outlining the costs of a project; assuring that spending will not exceed available funds; using money efficiently
- Developing Mathematical Models - for scientific phenomena; for behavioral phenomena; for economic phenomena
- Working with Precision - with numerical data, in time and space situations calling for little error

Investigative/Research Skills

- Inspecting - physical objects to meet standards, people to determine criteria or detect information
- Appraising - evaluation programs or services, judging the value of something, evaluating performance of individuals
- Classifying - sorting information into categories, deciding about placement of people into programs
- Researching - extracting information from library, people, physical observations

- Analyzing - quantitative data, physical or scientific data, human/social situations
- Investigating - seeking information which individuals may attempt to keep secret, seeking the underlying causes for a problem
- Interpreting - other languages, obscure phrases or passages in English, meaning associated with statistical data
- Compiling - gathering numerical, statistical data, accumulating facts in a given topic area
- Reviewing - reassessing the effects of a program, the performance of an individual, evaluating a play, book, movie, etc.
- Evaluating - assessing a program to determine its success in meeting its objectives, judging the performance of an individual
- Finding - information from obscure, remote, or varied sources; finding people who can be helpful to you or others

Design/Planning Skills

- Displaying - ideas in an artistic form, pictures for public display, products in store windows, etc.
- Abstracting/Conceptualizing – parts of a system into a whole; non-observable physical phenomena; ideas from surface events
- Imagining - new ways of dealing with old problems; theoretical relationships; artistic ideas or perspectives
- Anticipating - staying one step ahead of moods of the public; being able to sense what will be fashionable in consumer goods; expecting a problem before it develops, seeing the first signs
- Handling Detail Work - doing numerous small tasks within a short period of time; making sure small details are not left unattended
- Initiating - new ideas, ways of doing things, new approaches; personal contacts with strangers
- Dealing with Unknowns - making decisions based upon severely limited information; making hypotheses about phenomena virtually unknown
- Making Layouts - for printed media, newspapers, etc. or for public displays, as in posters
- Sketching - pictures of things, people, diagrams, designs

- Predicting - forecasting physical phenomena, the outcomes of social interaction, the outcomes of contests
- Creating - new ideas, new ways of solving mechanical problems
- Designing - interiors of rooms, buildings, plans involving processing of information
- Planning - anticipating future needs of an organization, scheduling a sequence of events, arranging an itinerary
- Setting Up - arranging for a demonstration, getting people and things ready for a show, exhibit, etc.

Interpersonal Skills

- Recruiting - attempting to acquire the services or support of other people
- Serving - providing a service to an individual, serving a product to individuals
- Advising - giving counsel to others
- Coaching - guiding the activities of an athletic team, tutoring
- Negotiating - between individuals or groups in conflict
- Committee Working - attaining objectives through committee processes, creating and implementing committee structures
- Counseling - helping people with personal/emotional concerns, life development concerns, family matters, etc.
- Confronting - obtaining decisions from reluctant others, giving bad news to others, resolving personal conflicts with others
- Group Facilitating - facilitating the positive interaction of members of a group; specific facilitation involving therapy
- Handling Complaints - from customers, from citizens to government agencies, from parents of students, etc.
- Teaching - in school or college classrooms; individuals to perform certain tasks; tutoring
- Rehabilitating - helping people to resume use of physical limbs; working with handicapped people through non-physical media, such as art, music, etc.

- Meeting the Public - acting as receptionist, giving tours, greeting; being a public representative of an organization; selling products in a public place; polling the public
- Mediating - being a peacemaker between conflicting parties; acting as a liaison between competing interests

Administrative/Managerial Skills

- Administering - a specific project or activity, a test, etc.
- Deciding - making decisions about the use of money, making decisions involving others, making decisions about alternative courses of action
- Timing - organizing time efficiently so that many tasks are completed in a time period
- Coordinating - numerous events involving different people, great quantities of information, activities in different locations, events in time sequence
- Supervising - directly overseeing the work of others; overseeing a building, set of apartments, etc.
- Managing - being responsible for the work of others; having responsibility for the processing of information or data; guiding the activities of a team; having responsibility for meeting the objectives of an organization or department
- Organizing - bringing people together for certain tasks; gathering information and arranging it in clear, interpretable form; arranging political activity; rousing the public to action
- Delegating - distributing tasks to others; giving responsibility to others on a work team

Manual/Physical Skills

- Assembling - technical apparatus or equipment
- Using Instruments - of a scientific nature, or a medical nature, related to motion, transportation
- Repairing - mechanical devices, equipment, furniture, etc.
- Constructing - mechanical apparatus, physical objects
- Operating - scientific equipment, mechanical devices, vehicles, electronic data equipment, etc.
- Moving with Dexterity - being able to move athletically, with speed and grace

IV. Work Preferences

Check () the following work-related preferences that are important to you. You will feel more strongly about some than others. To note your priorities, write N next to those characteristics which you feel are non-negotiable. Put T (for tradeoffs) to show where you are willing to compromise.

Characteristics of the Place in Which You Would Like to Live

Community/cultural opportunities

- | | | |
|--|---|---|
| <input type="checkbox"/> museums | <input type="checkbox"/> further education | <input type="checkbox"/> size of city (to nearest 50,000) |
| <input type="checkbox"/> art galleries | <input type="checkbox"/> civic clubs | <input type="checkbox"/> sporting events |
| <input type="checkbox"/> symphonies | <input type="checkbox"/> religious activities | <input type="checkbox"/> local government |
| <input type="checkbox"/> movie houses | <input type="checkbox"/> social opportunities | <input type="checkbox"/> community involvement |
| <input type="checkbox"/> theaters | <input type="checkbox"/> others? | <input type="checkbox"/> others? |

Geography

- | | |
|--|--|
| <input type="checkbox"/> near mountains | <input type="checkbox"/> near ski slopes |
| <input type="checkbox"/> near ocean | <input type="checkbox"/> near desert |
| <input type="checkbox"/> access to rivers or lakes | <input type="checkbox"/> physical proximity to friends |
| <input type="checkbox"/> others? (specify) | <input type="checkbox"/> physical proximity to family |

Weather

- | | |
|--|--|
| <input type="checkbox"/> all four seasons | <input type="checkbox"/> small temperature variation |
| <input type="checkbox"/> widely varied temperature | <input type="checkbox"/> little rain |
| <input type="checkbox"/> lots of snow | <input type="checkbox"/> little snow |
| <input type="checkbox"/> mostly sunshine | <input type="checkbox"/> other? (specify) |

Commuting

- | | | |
|----------------------------------|-----------------------------------|---|
| | (means) | (time) |
| <input type="checkbox"/> train | <input type="checkbox"/> walk | <input type="checkbox"/> less than 15 minutes |
| <input type="checkbox"/> bus | <input type="checkbox"/> bicycle | <input type="checkbox"/> 15-30 minutes |
| <input type="checkbox"/> carpool | <input type="checkbox"/> your car | <input type="checkbox"/> 30-60 minutes |
| <input type="checkbox"/> other? | | <input type="checkbox"/> 60+ minutes |

Characteristics of the Job and Job Setting

Financial Security

- | | |
|---|---|
| <input type="checkbox"/> guaranteed salary | <input type="checkbox"/> job funded on time-limited basis, eg. grants |
| <input type="checkbox"/> paid by commission | <input type="checkbox"/> have enough money just to get by |
| <input type="checkbox"/> company stability | <input type="checkbox"/> live comfortably |
| <input type="checkbox"/> risks required to achieve | <input type="checkbox"/> continue the lifestyle in which raised |
| <input type="checkbox"/> financial reward | <input type="checkbox"/> have strong buying power |
| <input type="checkbox"/> tenured position | <input type="checkbox"/> able to make large financial investments |
| <input type="checkbox"/> merit raises | <input type="checkbox"/> be very wealthy |
| <input type="checkbox"/> self employed | <input type="checkbox"/> work in profit making environment |
| <input type="checkbox"/> the bottom line...(salary I seek in a first job) | \$ _____ |

The Work Environment

- | | |
|---|--|
| <input type="checkbox"/> outdoors | <input type="checkbox"/> have your own office |
| <input type="checkbox"/> fast paced | <input type="checkbox"/> have your own secretary |
| <input type="checkbox"/> business-like | <input type="checkbox"/> free from health hazards |
| <input type="checkbox"/> physical movement on the job | <input type="checkbox"/> chaotic atmosphere |
| <input type="checkbox"/> seasonal work | <input type="checkbox"/> easygoing and congenial atmosphere |
| <input type="checkbox"/> indoors | <input type="checkbox"/> fragmented (work on lots of tasks simultaneously) |
| <input type="checkbox"/> low noise level | <input type="checkbox"/> other? (specify) |

Time Requirements

- | | |
|--|---|
| <input type="checkbox"/> time to pursue leisure activities | <input type="checkbox"/> must put in time socializing with employees, customers, and/or supervisors |
| <input type="checkbox"/> firmly fixed workday schedule | <input type="checkbox"/> peak times, slack times |
| <input type="checkbox"/> flexible daily schedule | <input type="checkbox"/> summers and school holidays free |
| <input type="checkbox"/> overtime expected | <input type="checkbox"/> can take vacations when you choose |
| <input type="checkbox"/> other? (specify) | |

The Organization

- | | |
|---|--|
| <input type="checkbox"/> company life insurance plan | <input type="checkbox"/> health and gym facilities |
| <input type="checkbox"/> company health insurance | <input type="checkbox"/> further educational opportunities |
| <input type="checkbox"/> company organized activities | <input type="checkbox"/> size of organization is important (specify) |
| <input type="checkbox"/> retirement plan | |
-

Characteristics of co-workers

- | | |
|--|--|
| <input type="checkbox"/> associates as close friends | <input type="checkbox"/> people whose work is their primary interest |
| <input type="checkbox"/> competition with co-workers | <input type="checkbox"/> people you socialize with after work |
| <input type="checkbox"/> people who prefer to work autonomously | <input type="checkbox"/> people who like to collaborate |
| <input type="checkbox"/> colleagues willing to work as hard as you | <input type="checkbox"/> develop close relationship with the boss |
| <input type="checkbox"/> other? (specify) | |

Diversity in the Workplace

Consider your beliefs about working with those who are different from you. Remember, there are many types of diversity:

- | | |
|--|--|
| <ul style="list-style-type: none">• cultural background• ethnic background• educational level• fields of specialty• political persuasion | <ul style="list-style-type: none">• ethnic background• sex• income level• philosophy/religious belief |
|--|--|

Your Preferred Roles and Relationships

- | | |
|--|---|
| <input type="checkbox"/> supervising the work of others | <input type="checkbox"/> coaching others |
| <input type="checkbox"/> instructing others | <input type="checkbox"/> coordinating the work of others |
| <input type="checkbox"/> counseling others | <input type="checkbox"/> acting as a catalyst |
| <input type="checkbox"/> mediating concerns of persons or groups | <input type="checkbox"/> instigating projects, ideas, events |
| <input type="checkbox"/> persuading, selling | <input type="checkbox"/> solving problems |
| <input type="checkbox"/> providing advice | <input type="checkbox"/> helping others (check those populations you'd like to serve) |
| <input type="checkbox"/> defining problems for others | <input type="checkbox"/> elderly |
| <input type="checkbox"/> organizing others | <input type="checkbox"/> adolescents |
| <input type="checkbox"/> dispensing information | <input type="checkbox"/> disabled |
| <input type="checkbox"/> healing others | <input type="checkbox"/> students |
| | <input type="checkbox"/> low income |
| | <input type="checkbox"/> disadvantaged |
| | <input type="checkbox"/> children |
| | <input type="checkbox"/> physically ill/handicapped |
| | <input type="checkbox"/> adults |
| | <input type="checkbox"/> mentally ill/handicapped |
| | <input type="checkbox"/> in crisis |

V. Now What?

You have looked at your values, interests, skills, and work preferences. This information will help you explore your career options and also help you market yourself to potential employers. It may be helpful to note the words you have checked, circled, or highlighted throughout this handout. You may wish to go over this handout with a UCS counselor.

Here's an example of the type of conclusions you might draw from this self-assessment.

"I seek a job in which **communicating** both verbally and in writing is central. Specifically, I'm good at **compiling** *information* from a variety of sources into a final report form. I am better at **writing** *factual* rather than persuasive *material*. I enjoy **explaining** *information* to individuals or small groups. My organizing skills evident in **preparing** *reports* are also demonstrated in my ability to **coordinate** *people* and *resources* to **complete** a *project*. In addition to these primary skill areas, I am good at **budgeting** my *time*, **setting** *priorities* and **attending** to *details*."

VI. Additional Resources (available at UCS)

There are a number of assessment tools available at UCS (both online and print), including:

- Myers Briggs
- Strong Interest Inventory
- *The Complete Job Search Handbook*, Figler. Part 1 contains thoughtfully developed and very readable chapters on work-related values, skills identification and goal setting.
- *Your Career: Choices, Chances, Changes*, Borchard/Kelly/Weaver. A workbook that utilizes a simple but thorough decision-making model to assist with exploring careers, developing alternatives, setting goals, and making plans.
- *The Encyclopedia of Careers and Vocational Guidance*, 4 volumes. Offers concise information on 22 industries and over 1000 occupations within those industries.
- *Jobs for English Majors and Other Smart People*, Munschauer. One of the most useful job search guides available. Good advice on resume preparation, finding positions with unique and unusual features, information interviews, etc.
- *Occupational Outlook Handbook*, U.S. Bureau of Labor Statistics. Outlines hundreds of careers by describing nature of the work, working conditions, training requirements, job outlook, earnings, and sources of additional information.
- *Zen and the Art of Making a Living*, Boldt. Provides a philosophical outlook to the career planning process, in addition to practical exercises. Excellent motivational quotes to keep you going.
- *Do What You Are*, Tieger/Barron-Tieger. Focuses on how to find work that matches your personality type. Specific job search strategies and lists of occupations popular

with people of your personality type. Excellent book to use in conjunction with the Myers-Briggs Type Indicator (personality inventory available at UCS).

- *I Could Do Anything, If I Only Knew What It Was*, Sher/Smith. A book for people who want to find their passion and make it their life; for creating a life they will love. Lots of stories and exercises to help people know what they want.
- *What Color Is Your Parachute*, Bolles. The best-selling job hunting book in the world for nearly thirty years. Very comprehensive, with hundreds of practical suggestions for approaching every aspect of the job search, from figuring out what you want to do to negotiating salary.

Portions of this handout were adapted from Figler, H., et.al. *The Liberal View: A Career Guide for Dickinson College*. Carlisle, PA: Dickinson College Counseling Center, pp. II-7 - II-13; Van Aalst, F. and Munce, J. "Office of Career Development & Placement, College of Charleston, Memo". Charleston, SC; and *College Outcome Measure Project*. ACT Educational Programs and Services. Aubry Forrest, Director. FIPSE funded project.

Principles and Strategies for Facilitating a Discussion (Workshop)

By

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It is possible to present the fundamental structure of a discipline in such a way as to preserve some of the exciting sequences that leads students to discover for themselves.

Jerome Bruner, The Process of Education

Knowledge is produced in response to questions. Once you have learned how to ask questions—relevant and appropriate and substantial questions—you have learned how to learn and how to teach.

Neil Postman and Charles Weingartner,
Teaching as a Subversive Activity

Kinds of Questions (in terms of what they elicit):

- Description or Explanation
- Opinions, Values or Attitudes
- Agreements or Disagreements; Advantages or Disadvantages
- Interpretation (What does this mean? What did you understand by the essay?)
- Significance (how important and why)
- Application or Examples
- Open-ended questions that ask one to describe, to explain how or why, to provide examples, opinions, experience, and agreement or disagreement.
- **What else???**

Sample questions to Provoke and Ensure Discussion:

- Which works best? And Why?
- Why is it important to....
- Explain what you think Jones is arguing in her essay?
- Do you agree with Jones? Why or why not?
- What are the essential ideas in Jones' essay?
- Which of Jones' ideas are most valuable to you? Why?
- How can we apply these ideas to a career in environmental education?
- What do you think the general public knows about global warming?
- Is it a pressing issue or concern? How can we bring this issue to the public's attention?
- **Others?**

Other Strategies to Evoke Participation and Discussion:

- Case studies (which leave room for interpretation and/or application).
- Problem solving situations or "what if" scenarios.
- Role Play
- Debates (participants take opposing viewpoints)

Comeaux's Essentials for Facilitating a Learning Discussion or a Workshop

1. Have a clear goal or purpose for the discussion and let participants know what it is. Ask yourself: what do you want the participants to value, to know, to understand, or to consider as a result of their participation in the discussion/workshop? Also consider the participants, expectations, interests, knowledge, experience, attitudes and values as you craft your learning objective (purpose) for the discussion.
2. Carefully plan questions that will address the crafted purpose/objective. Make sure the questions address (take advantage of) the knowledge and experience of the participants.
3. Actively involve the participants in the discussion (workshop). Specifically, incorporate their knowledge and experience (obtained through their responses to questions) into the content of your session/workshop.
4. To ensure participation and discussion: have participants “think, write, and share” or “think, write, pair and share.”
5. Call on participants to share their responses. Do not just rely on volunteers or the same people. Use their names (so provide readable name tags if necessary).
6. Create a physical environment conducive to discussion. Consider having participants seated face to face or remove yourself from center position.
7. Create an interpersonal environment conducive to discussion. Participants need to feel comfortable “thinking aloud” and exploring ideas and issues.
8. As a facilitator, always “bring something to share.” In addition to crafting the purpose and questions, provide participants with specific content related to the purpose and topic.
9. Give participants something to take away from the discussion/workshop. This can be in form of a handout (with your shared content). It is always a good idea to provide bibliographic information for the content or sources for further reading.
10. ENJOY