

COM 490 - 001
Course Pack
Spring 2008

Assignments &
Evaluation Forms

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COM 490
INFORMATION SHEET

Name: _____ **Telephone Number:** _____

Anticipated Graduation Date: _____

Generic Plans after Graduation:

Internships/Current Positions

If you were handed \$5,000 at graduation what would you do with the money?

Demographics

Sex: M F

Age: _____

Internship: Yes No Have you taken Yes No
Residency: National International Transfer Student: Yes No

Next Step: _____

Primary Area of Interest (circle ONE)

Advertising
Digital Media & Video Production
Health Communication
Interracial/Intercultural Communication
Interpersonal Communication
Media Studies

Organizational & Group Studies
Performance Studies
Political Communication
Public Relations
Public Speaking
Rhetoric & Communication Theory

January 2008—Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 <i>Preparing to Interview CBT certificate by noon</i>	19
20	21	22 <i>Capstone Experience Topic Request by 5pm</i>	23	24	25	26
27	28	29	30	31		

February 2008—Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<i>1 TPS, Resume, Cover Letter hard copy by noon</i> <i>1st day to sign-up for telephone interview</i>	2
3	4	5	6 <i>Capstone Experience Update # 1 by noon</i> <i>last day to sign-up for telephone interview</i>	7	8 <i>Personal Inventory Paper due by noon</i>	9
10	11	12	13 <i>Public Speaking Refresher CBT certificate due by noon</i>	14 <i>Information Interview Presentations Team 1</i> <i>Capstone Exp. Conference Team 2</i>	15	16
17	18	19 <i>Information Interview Presentations Team 2</i> <i>Capstone Exp. Conference Team 3</i>	20	21 <i>Information Interview Presentations Team 3</i> <i>Capstone Exp. Conference Team 4</i>	22	23
24	25	26 <i>Information Interview Presentations Team 4</i> <i>Capstone Exp. Conference Team 5</i>	27	28	29	

March 2008—Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11 <i>Information Interview Presentations Team 5</i> <i>Capstone Exp. Conference Team 6</i>	12	13 <i>Information Interview Presentations Team 6</i> <i>Capstone Exp. Conference Team 1</i>	14	15
16	17	18	19 <i>Capstone Experience Base Article by noon</i>	20	21	22
23	24	25	26	27 <i>Portfolio Presentations</i>	28	29
30	31					

April 2008—Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 <i>Portfolio Presentations</i>	2	3 <i>Portfolio Presentations</i>	4 <i>Capstone Experience Update # 3 Extra Credit—COM Std Day/Fashion Show due</i>	5
6	7	8 <i>Portfolio Presentations</i>	9	10	11	12
13	14	15 <i>Capstone Presentation</i>	16	17 <i>Capstone Presentation</i>	18	19
20	21	22 <i>Capstone Presentation</i>	23	24 <i>Capstone Presentation</i>	25	26
27	28	29	30			

May 2008—Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 <i>Last Day to submit personal CBT's (by noon)</i>	3
4	5 <i>Extra Credit (CBT or books 24/7 due by noon)</i>	6 <i>8am EXAM DAY Capstone Presentation X 2</i>	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

WORKSHOP POINTS

Title	Points	Requirements
COM Studies Degree Workshop 1/15/08	10	Bring current degree audit, as well as Discipline Specialty Areas from course pack. Be involved during workshop.
Resume Workshop 1/24/08 Teams 1-3 1/29/08 Teams 4-6	10	Bring typed "final draft" of resume to workshop and participate in discussion and evaluation. Attend class on your assigned day.
Portfolio Workshop	10	Bring components of portfolio to you with class, including at a minimum 2 draft orientation pages and their respective artifacts, & your TOC (orientation pages and TOC must be typed)
TOTAL	30	

If you do not have the required documents with you on each workshop day, you will be asked to leave class.
You will not earn workshop points.

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.

**CUSTOM SKILLS
SELF ASSESSMENT
&
COMPUTER BASED TRAINING
ASSIGNMENT**

Points: 125 total possible (25 pts for Data Sheet and 25 points per CBT)

Due: Data Sheet for Customized Training - no later than noon on February 27th

CBT #1 – January 18th by noon (teacher assigned – Preparing to Interview)

CBT #2 – February 13th by noon (teacher assigned – Public Speaking Refresher Course)

CBT #3 – no later than noon on May 2nd (based on self-assessment)

CBT #4 –no later than noon on May 2nd (based on self-assessment)

Plato once said that the unexamined life is not worth living. He was making the case for on-going evaluation and refinement as one of the ways we find significance and happiness in life. The process of refinement should be a source of pride for us not just as children but throughout our lives. The additional benefits of self reflection and self assessment are that we can go on to become better people that offer positive contributions within our spheres of influence at work, in civic organizations, within our families and personal relationships. This assignment provides you with a great opportunity to engage in self-reflection and assessment of your current strengths and weaknesses and then identify six (6) Computer Based Training (CBT) modules that address areas of weakness that emerges from your evaluation and then complete two (2) of those modules.

This assignment consists of three parts:

- ✓ Custom Skills Self-Assessment
- ✓ Creation of Custom Skills - Computer Based Training Data Sheet based on self-assessment & research
- ✓ Completion of Four CBT Modules
 - Two Assigned CBT modules
 - Two CBT modules based on self-assessment

CUSTOM SKILLS SELF-ASSESSMENT

Guidelines for Self-Assessment

- ✓ Research your targeted position of employment and the industry you hope to work in, or the graduate program you wish to enter through
 - Occupational Outlook Handbook (see included example)
 - Position Postings
 - On-line Graduate Program Descriptions
 - Informational Interviews
- ✓ Based on your research create a short list of ideal soft skills (such as sales and leadership) and hard skills (such as Excel or Dreamweaver) that are required immediately by the targeted position or more generally by the industry. The key question here is “What skills do I need to do this thing I hope to do well?”
- ✓ Engage in a HONEST evaluation of your coursework, work experience, family experiences, peer feedback, etc. and identify areas of weakness in soft skills area (such as time management, assertiveness, etc.) and hard skills (such as Outlook or Excel). Create short list of areas to work on that is completely independent of the first list. There *MAY* be some overlap but that is not the goal. You are asking different questions here: “What skills do I need to gain to break bad patterns and/or strengthen healthy ones?”
- ✓ Prioritize items in each list. That is, which do *YOU* need to work on first? If, for example, you don’t assert yourself well in social settings, you are not going to interview well so “assertiveness” comes before “interviewing skills” as a priority if these were both on your lists.

Additional Guidelines for Self-Assessment

- ✓ Attach the list you created of hard and soft skills you need enhance to the Computer Based Training Data Sheet
- ✓ Attach research documents (OOH, job postings and/or graduate program descriptions) to Computer Based Training Data Sheet

Custom Skills - Computer Based Training Data Sheet

Data Sheet Due: no later than noon on Wednesday, February 27th

After your self assessment you will need to determine which computer based training (CBT) modules you will complete and create your CBT Data Sheet.

Individual Course Options

Using the instructions provided in class (and in the handout provided in your course pack) search for business skills courses (soft skills) and desktop courses (hard skills) that will help you enhance existing skills or add needed skills to your repertoire. Do not go by the estimated time of completion when choosing courses, but focus on becoming the person you need to be.

CBT Data Sheet

Use the template provided in the course pack to craft your Custom Skills/CBT Data Sheet. The data sheet requires that you list your top three (3) soft skills and top three (3) hard skills which need to be enhanced or added to your skills lists. You will need a brief rationalization of why this skill is included in your list, as well as a justification for the courses chosen. Relate your core skills to the justifications.

This typed data sheet is due no later than noon Wednesday, February 27th. You are welcome to turn this data sheet in before February 27th. If I am not in my office, place the data sheet in the brown hanging box outside my office door (LH 239); it has my name on it. Remember to attach research and self-assessment notes to the form.

Custom Skills - Computer Based Training Completion of Four (4) CBT Modules

Remember there are

- ✓ two assigned CBT modules due on specific dates, and
- ✓ two chosen based on your self-assessment and research due no later than noon on Friday, May 2nd
 - keep in mind if completed before your portfolio presentation date they may be
 - included in your portfolio (credentials section), and
 - used as additional arguments on why to hire you in your portfolio presentation

Assigned CBT Training (CBT #1 & #2)

Interview Skills: There is an excellent Business Curricula CBT focused on behavioral interviewing. While the examples are of people currently in the workforce, the knowledge will assist you in your future interviews. As communication studies scholars we know that analyzing situations is an important component of being a competent communicator. I have further customized this CBT around the key issues of concern for college graduates. This modified version is in the "My Plan" section of your SkillSoft account. Compete and submit this CBT certificate and detailed report no later than noon on January 18th.

Public Speaking Skills: It may have been some time since you have had formal training as a public speaker. Required CBT #2 provides a review of the basics as they apply to the speaking you will do in COM 490. This Public Speaking course is in the “My Plan” section of your SkillSoft account. Complete and submit this CBT certificate and detailed report no later than noon on February 13th.

Your Choice CBT Training (CBT #3, & #4)

Based on your self-assessment and review of potential courses, you created your CBT data sheet. Complete the two courses you chose that will enhance your skills.

Both are Due: no later than noon on Friday, May 2nd

Guidelines for CBT Training

- ✓ please note, courses taken for this assignment must be for this class only. In other if you are in other classes that require or allow CBT assignments you may not “double dip.” Anyone caught doing so will fail the course due to academic dishonesty.
- ✓ complete the courses identified by your instructor (CBT #1 & #2), then
- ✓ complete two of the courses you identified on your worksheet that you feel best addresses your concerns (CBT #3, & #4);
 - you must complete one hard skill and one soft skill
- ✓ earn 80% or better on the test;
- ✓ deliver the printed certificate and printed detailed report (hard copy only) to me no later than noon on Friday, May 2nd
 - you must submit the required certificate
 - you must submit the detailed report
 - the certificates & detailed report are due by NOON on the assigned day
 - if I am not in my office, place the assignment in the hanging file box outside my office door (LH 239). My name is on the box.
 - you either earn 25 points (appropriate certificate submitted on time) or 0 points (certificate submitted after noon or not at all)
 - There are instructions on my website regarding printing the certificate and detailed report.

Suggestions/Notes

- ✓ Instructions for completing the CBT are available on my website.
- ✓ You may stop the test and resume later if needed.
 - If you stop the test you **MUST** use click on EXIT in the upper right corner of the training session
 - If you use the X in upper right corner of your monitor to close the training session you will lose all work completed and will have to start over.
 - FOLLOW the instructions provided to ensure your bookmarks are not lost.
- ✓ You may turn off the narrator (audio off) and navigate using the next page button at the bottom of the screen.
- ✓ Do not wait until the last minute to take the course. Plan to complete them early to avoid problems with computers, the network, fatigue, etc.
- ✓ Remember the system is closed for maintenance on Sunday afternoons.
- ✓ Take advantage of the system and use to continue to grow.

Meeting and Convention Planners

(O*NET 13-1121.00)

Significant Points

- Planners often work long hours in the period prior to and during a meeting or convention, and extensive travel may be required.
- Employment is expected to grow faster than average.
- Opportunities will be best for individuals with a bachelor's degree and some experience as a meeting planner.

Nature of the Work

Meetings and conventions bring people together for a common purpose, and meeting and convention planners work to ensure that this purpose is achieved seamlessly. Meeting planners coordinate every detail of meetings and conventions, from the speakers and meeting location to arranging for printed materials and audio-visual equipment.

The first step in planning a meeting or convention is determining the purpose, message, or impression that the sponsoring organization wants to communicate. Planners increasingly focus on how meetings affect the goals of their organizations; for example, they may survey prospective attendees to find out what motivates them and how they learn best. Planners then choose speakers, entertainment, and content, and arrange the program to present the organization's information in the most effective way.

Meeting and convention planners search for prospective meeting sites, which may be hotels, convention centers, or conference centers. They issue requests for proposals to all the sites in which they are interested. These requests state the meeting dates and outline the planners' needs for the meeting or convention, including meeting and exhibit space, lodging, food and beverages, telecommunications, audio-visual requirements, transportation, and any other necessities. The establishments respond with proposals describing what space and services they can supply, and at what prices. Meeting and convention planners review these proposals and either make recommendations to top management or choose the site themselves.

Once the location is selected, meeting and convention planners arrange support services, coordinate with the facility, prepare the site staff for the meeting, and set up all forms of electronic communication needed for the meeting or convention, such as e-mail, voice mail, video, and online communication.

Meeting logistics, the management of the details of meetings and conventions, such as labor and materials, is another major component of the job. Planners register attendees and issue name badges, coordinate lodging reservations, and arrange transportation. They make sure that all necessary supplies are ordered and transported to the meeting site on time, that meeting rooms are equipped with sufficient seating and audio-visual equipment, that all exhibits and booths are set up properly, and that all materials are printed. They also make sure that the meeting adheres to fire and labor regulations and oversee food and beverage distribution.

There also is a financial management component of the work. Planners negotiate contracts with facilities and suppliers. These

contracts, which have become increasingly complex, are often drawn up more than a year in advance of the meeting or convention. Contracts may include clauses requiring the planner to book a certain number of rooms for meeting attendees and imposing penalties if the rooms are not filled. Therefore, it is important that the planner closely estimate how many people will attend the meeting based on previous meeting attendance and current circumstances. Planners must also oversee the finances of meetings and conventions. They are given overall budgets by their organizations and must create a detailed budget, forecasting what each aspect of the event will cost. Additionally, some planners oversee meetings that contribute significantly to their organization's operating budget and must ensure that the event meets income goals.

An increasingly important part of the work is measuring how well the meeting's purpose was achieved, and planners begin this measurement as they outline the meeting's goals. Planners set their own specific goals after learning an organization's goals for a meeting or convention. They choose objectives for which success is measurable and define what will constitute achievement of each goal. The most obvious way to gauge their success is to have attendees fill out surveys about their experiences at the event. Planners can ask specific questions about what the attendees learned, how well organized the meeting or convention appeared, and how they felt about the overall experience. If the purpose of a meeting or convention is publicity, a good measure of success would be how much press coverage the event received. A more precise measurement of meeting success, and one that is gaining importance, is return on investment. Planners compare the costs and benefits of an event and show whether it was worthwhile to the organization. For example, if a company holds a meeting to motivate its employees and improve company morale, the planner might track employee turnover before and after the meeting.

An important part of all these different functions of meeting professionals is establishing and maintaining relationships. Meeting and convention planners interact with a variety of people and must communicate effectively. They must understand their organization's goals for the meeting or convention, be able to communicate their needs clearly to meeting site staff and other suppliers, maintain contact with many different people, and inform people about changes as they occur.

Some aspects of the work vary by the type of organization for which planners work. Those who work for associations must market their meetings to association members, convincing members that attending the meeting is worth their time and expense. Marketing is usually less important for corporate meeting planners because employees are generally required to attend company meetings. Corporate planners usually have shorter time frames in which to prepare their meetings. Planners who work in Federal, State, and local governments must learn how to operate within established government procedures, such as procedures and rules for procuring materials and booking lodging for government employees.

Convention service managers, meeting professionals who work in hotels, convention centers, and similar establishments, act as liaisons between the meeting facility and planners who work for associations, businesses, or governments. They present food service options to outside planners, coordinate special requests, suggest hotel services based on the planners' budgets, and otherwise help outside planners present effective meetings and conventions in their facilities.

Meeting planners in small organizations perform a wider range of duties, with perhaps one person coordinating an entire meeting. These planners usually need to multi-task even more than planners in larger organizations.

In large organizations or those that sponsor large meetings or conventions, meeting professionals are more likely to specialize in a particular aspect of meeting planning. Some specialties are conference coordinators, who handle most of the meeting logistics; registrars, who handle advance registration and payment, name badges, and the set-up of on-site registration; and education planners, who coordinate the meeting content, including speakers and topics. In organizations that hold very large or complex meetings, there may be several senior positions, such as manager of registration, education seminar coordinator, or conference services director, with the entire meeting planning department headed by a department director.

Work environment. The work of meeting and convention planners may be considered either stressful or energizing, but there is no question that it is fast-paced and demanding. Planners oversee multiple operations at one time, face numerous deadlines, and orchestrate the activities of several different groups of people. Meeting and convention planners spend the majority of their time in offices; but during meetings, they work on-site at the hotel, convention center, or other meeting location. They travel regularly to attend meetings and to visit prospective meeting sites. The extent of travel depends upon the type of organization for which the planner works. Local and regional organizations require mostly regional travel, while national and international organizations require travel to more distant locales, including travel abroad.

Work hours can be long and irregular, with planners working more than 40 hours per week in the time leading up to a meeting and fewer hours after finishing a meeting. During meetings or conventions, planners may work very long days, possibly starting as early as 5:00 a.m. and working until midnight. They are sometimes required to work on weekends.

Some physical activity is required, including long hours of standing and walking and some lifting and carrying of boxes of materials, exhibits, or supplies. Planners work with the public and with workers from diverse backgrounds. They may get to travel to beautiful hotels and interesting places and meet speak-



Meeting and convention planners often work long hours before and during a meeting or convention.

ers and meeting attendees from around the world, and they usually enjoy a high level of autonomy.

Training, Other Qualifications, and Advancement

People with a variety of educational or work backgrounds may seek meeting and convention planning positions. Many migrate into the occupation after gaining planning experience. For example, an administrative assistant may begin planning small meetings and gradually move into a full-time position as a meeting and convention planner. Although there are some certification programs and college courses in meeting and convention planning available, most needed skills are learned through experience.

Education and training. Many employers prefer applicants who have a bachelor's degree, but this is not always required. The proportion of planners with a bachelor's degree is increasing because the work and responsibilities are becoming more complex.

Planners have backgrounds in a variety of disciplines, but some useful undergraduate majors are marketing, public relations, communications, business, and hotel or hospitality management. Individuals who have studied hospitality management may start out with greater responsibilities than those with other academic backgrounds.

Several universities offer bachelors or masters degrees with majors in meetings management. Additionally, meeting and convention planning continuing education programs are offered by a few universities and colleges. These programs are designed for career development of meeting professionals as well as for people wishing to enter the occupation. Some programs may require 40 to more than 100 classroom hours and may last anywhere from 1 semester to 2 years.

Most of the training is done informally on the job. Entry-level planners, depending upon their education, generally begin by performing small tasks under the supervision of senior meeting professionals. For example, they may issue requests for proposals and discuss the resulting proposals with higher level planners. They also may assist in registration, review of contracts, or the creation of meeting timelines, schedules, or objectives. They may start by planning small meetings, such as committee meetings. Those who start at small organizations have the opportunity to learn more quickly since they will be required to take on a larger number of tasks.

Other qualifications. Meeting and convention planners must have excellent written and verbal communications skills and interpersonal skills. They must be detail-oriented with excellent organizational skills, and they must be able to multi-task, meet tight deadlines, and maintain composure under pressure in a fast-paced environment. Quantitative and analytic skills are needed to formulate and follow budgets and to understand and negotiate contracts. The ability to speak multiple languages is a plus, since some planners must communicate with meeting attendees and speakers from around the world. Planners also need computer skills, such as the ability to use financial and registration software and the Internet. In the course of their careers, planners may work in a number of different, unrelated industries, and they must be able to learn independently about each new industry so they can coordinate programs that address the industry's important issues.

Some meeting and convention planners enter the occupation after working in hotel sales or as marketing or catering coordinators. These are effective ways to learn about meeting and convention planning because these hotel personnel work with numerous meeting planners, participate in negotiations for hotel services, and witness many different meetings. Workers who enter the occupation in these ways often start at a higher level than those with bachelor's degrees and no experience.

Certification and advancement. To advance in this occupation, planners must volunteer to take on more responsibility and find new and better ways of doing things in their organizations. The most important factors are demonstrated skill on the job, determination, and gaining the respect of others within the organization. Because formal education is increasingly important, those who enter the occupation may enhance their professional standing by enrolling in meeting planning courses offered by professional meeting and convention planning organizations, colleges, or universities. Education may improve work performance, and therefore may be an important factor in career development. However, advancement based solely on education is uncommon.

As meeting and convention planners prove themselves, they are given greater responsibilities. This may mean taking on a wider range of duties or moving to another planning specialty to gain experience in that area before moving to a higher level. For example, a planner may be promoted from conference coordinator, with responsibility for meeting logistics, to program coordinator, with responsibility for booking speakers and formatting the meeting's program. The next step up may be meeting manager, who supervises all parts of the meeting, and then director of meetings, and then possibly department director of meetings and education. Another path for promotion is to move from a small organization to a larger one, taking on responsibility for larger meetings and conventions.

The Convention Industry Council offers the Certified Meeting Professional (CMP) credential, a voluntary certification for meeting and convention planners. Although the CMP is not required, it is widely recognized in the industry and may help in career advancement. To qualify, candidates must have a minimum of 3 years of meeting management experience, full-time employment in a meeting management capacity, and proof of accountability for successfully completed meetings. Those who qualify must then pass an examination that covers topics such as adult learning, financial management, facilities and services, logistics, and meeting programs.

The Society of Government Meeting Professionals (SGMP) offers the Certified Government Meeting Professional credential. This certification is not required to work as a government meeting planner. It may, however, be helpful to those who want to demonstrate knowledge of issues specific to planning government meetings, such as regulations and policies governing

procurement and travel. To qualify for certification, candidates must have at least 1 year of membership in SGMP. Membership requires employment as a meeting planner within Federal, State, or local government or for firm that works on government contracts. To become certified, members must take a 3-day course and pass an exam.

With significant experience, meeting planners may become independent meeting consultants, advance to vice president or executive director of an association, or start their own meeting planning firms.

Employment

Meeting and convention planners held about 51,000 jobs in 2006. About 27 percent worked for religious, grantmaking, civic, professional, and similar organizations; 17 percent worked in accommodation, including hotels and motels; 8 percent worked for educational services, public and private; 3 percent worked for governments; and 6 percent were self-employed. The rest were employed by convention and trade show organizing firms and in other industries as corporate meeting and convention planners.

Job Outlook

Employment of meeting and convention planners is expected to grow faster than the average for all occupations over the 2006-16 decade. Some additional job openings will arise from the need to replace workers who leave the workforce or transfer to other occupations. Opportunities will be best for individuals with a bachelors degree and some meeting planning experience.

Employment change. Employment of meeting and convention planners is expected to grow 20 percent over the 2006-16 decade, faster than the average for all occupations.

As businesses and organizations become increasingly international, meetings and conventions become even more important. In organizations that span the country or the globe, the periodic meeting is increasingly the only time the organization can bring all of its members together. Despite the proliferation of alternative forms of communication, such as e-mail, videoconferencing, and the Web, face-to-face interaction is still a necessity. In fact, new forms of communication foster interaction and connect individuals and groups that previously would not have collaborated. By increasing the number of human connections, electronic forms of communication actually increase the demand for meetings, which may offer the only opportunity for these people to interact in person.

Industries that are experiencing high growth tend to experience corresponding growth in meetings and conferences. For example, the medical and pharmaceutical sectors will experience large increases in meeting activity because of their high growth and their knowledge-intensive natures. These increases

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2006	Projected employment, 2016	Change, 2006-16	
				Number	Percent
Meeting and convention planners	13-1121	51,000	61,000	10,000	20

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

will spur employment growth of meeting professionals in medical and pharmaceutical associations. Professional associations hold conferences and conventions that offer the continuing education, training, and opportunities to exchange ideas that are vital to medical and pharmaceutical professionals.

Job prospects. In addition to openings from employment growth, there will also be some job openings that arise due to the need to replace workers who leave the workforce or transfer to other occupations. Opportunities will be best for individuals with a bachelor's degree and some meeting planning experience.

Unlike workers in some occupations, meeting and convention planners often can change industries relatively easily, so they often are able to move to different industries in response to the growth or declines in particular sectors of the economy.

Demand for corporate meeting planners is highly susceptible to business cycle fluctuations because meetings are usually among the first expenses cut when budgets are tight. For associations, fluctuations are less pronounced because meetings are generally a source of revenue rather than an expense. However, since fewer people are able to attend association meetings during recessions, associations often reduce their meeting staff as well. Associations for industries such as health care, in which meeting attendance is required for professionals to maintain their licensure, are the least likely to experience cutbacks during downturns in the economy.

Earnings

Median annual earnings of wage and salary meeting and convention planners in May 2006 were \$42,180. The middle 50 percent earned between \$32,840 and \$55,040. The lowest 10 percent earned less than \$25,880, and the highest 10 percent earned more than \$70,950. In 2006, median annual earnings in the industries employing the largest numbers of meeting and convention planners were as follows:

Business, professional, labor, political, and similar organizations	\$45,850
Other support services.....	44,770
Local government	41,110
Colleges, universities, and professional schools	39,400
Traveler accommodation.....	38,270

Related Occupations

Meeting and convention planners work to communicate a particular message or impression about an organization, as do public relations specialists. They coordinate the activities of several operations to create a service for large numbers of people, using organizational, logistical, communication, budgeting, and interpersonal skills. Food service managers use the same skills for similar purposes. Like meeting and convention planners, producers and directors coordinate a range of activities to produce a television show or movie, negotiate contracts, and communicate with a wide variety of people. Travel agents also use similar skills, such as interacting with many people and coordinating travel arrangements, including hotel accommodations, transportation, and advice on destinations.

Sources of Additional Information

For information about meeting planner certification, contact:

► Convention Industry Council, 8201 Greensboro Dr., Suite 300, McLean, VA 22102.

Internet: <http://www.conventionindustry.org>

For information about the Certified Government Meeting Professional designation, contact:

► Society of Government Meeting Professionals, 908 King St., Lower Level, Alexandria, VA 22314.

Internet: <http://www.sgmp.org>

For information about internships and on-campus student meeting planning organizations, contact:

► Professional Convention Management Association, 2301 S. Lake Shore Dr., Suite 1001, Chicago, IL 60616-1419.

Internet: <http://www.pcma.org>

For information about meeting planning education, entering the profession, and career paths, contact:

► Meeting Professionals International, 3030 LBJ Fwy., Suite 1700, Dallas, TX 75244-5903.

Internet: <http://www.mpiweb.org>

For general career information about meeting and convention planners, see the *Occupational Outlook Quarterly* article "Meeting and convention planners," online at:

<http://www.bls.gov/opub/ooq/2005/fall/art03.pdf>

Custom Skills - CBT Data Sheet

2 Page Template

Name: _____

Top 3 Soft Skills I need to gain or enhance and why, and potential courses and why these courses:

Example:

Patience/Leadership

WHY: I tend to become frustrated with people who do not submit work in a timely manner. My ISTJ personality indicates that I prefer to follow a plan rather than just wander until I arrive. In my second career as the administrative director for three organizations with a focus on planning their state and national conferences, I must work with a variety of personality types therefore I need to improve my patience/leadership skills. As discussed in OOH information on Convention and Meeting Planners, the planner must work with a variety of people and organizations to create a quality event.

JUSTIFICATION: The following two sessions provide skills that will assist me in working with procrastinators and/or ensuring my message to the board members/various organizations is clear.

CORE SKILL: Either of these courses will enhance my ability to *collaborate* with others.

COURSES:

- a. Working with negative people and procrastinators (COM0163)
- b. Communication as a leader (LEAD0145)

1. _____
a.
b.

2. _____
a.
b.

3. _____
a.
b.

Top 3 Hard Skills I need to gain or enhance and why, and potential courses and why these courses:

1. _____
a.
b.

2. _____
a.
b.

3. _____
a.
b.

Two Skills I have chosen to address and justification for choosing these two:

Example Skill - Leadership	Example -Soft Skill	Example CBT – LEAD0145	Example Core Skill - Collaboration
Skill -	Hard or Soft Skill	CBT # 3	Core Skill
Skill -	Hard or Soft Skill	CBT #4	Core Skill -

All must connect with Core Skills from Core Skill Discussions and Handout
One must be a Soft skill and one must be a Hard skill.

Capstone Experience

Points: 180 total points
Due: Last 4 class sessions and exam day

Objective

- Illustrate and expand existing skills to develop and lead a discussion
- Investigate issues that may be a part of a graduate’s next step.

As communication studies graduates your graduate program and/or your next step organization will assume you have the skills necessary to develop and lead a discussion or a meeting. There are many formats for discussions and with this assignment you will have the opportunity to experience two – the panel discussion and the forum. According to Wilson (1999), “A panel discussion is an interaction involving specialists or reasonably well-informed people who share their points of view about a common topic or question” (p. 93). A panel discussion is used to provide information to the audience. Typically a moderator prepares questions for the panelist in advance allowing the participants to prepare their statements. On the other hand, “a forum is a public discussion that involves full audience participation” (Wilson, p. 92).

With this assignment we will begin our session with a 30-40 minute modified panel discussion. After the modified panel discussion the floor will be opened to the audience for discussion and questions for the remainder of class. It will be the panel’s responsibility to ensure at least 15 minutes of class discussion occurs after their presentation. The apparent “planting” of questions for audience members to ask will result in two letter grade reduction. These presentations will be taped.

Rationale

As illustrated by the chart below, each Communication Studies senior has developed the skills they need to effectively work in a team and develop an effective presentation. Your Core Communication Studies classes have provided you with the ability to research topics, apply communication and rhetorical theories to everyday issues, work in teams, and present the information to an audience in an appropriate manner.

COM 105 CSC 105	COM 110 COM 116 COM 216 COM 325 COM 366	COM 200 COM 340/341 COM 327 COM 420 COM 427 COM 445	COM 340/341 COM 290 COM 443 COM 498
Basic Theoretical Knowledge & application Basic Computer Skills	Presentation & Discussion Skills	Primary & Secondary Research Interview skills	Application of theoretical knowledge
COM 280 COM 380/480 COM 385/485	COM 270 COM 322 COM 422 COM 460	COM 160 COM 265 COM 465	COM 221 COM 327 COM 428
Field Video Production & TV Production	Writing for PR PR Desktop Publishing	Analysis of Mass Media	Teamwork and team presentation skills
COM 490 - Discipline Capstone Capstone Experience Application of knowledge & skills gained in core classes and additional classes at a high level			

In addition to Core Knowledge, as a department we expect our majors to have developed various Core Skills and to exhibit these when communicating with others. Think back to the Core Skills discussion during the first week of classes. Core skills you should exhibit include but are not limited to confidence, intellectual curiosity, collaboration, civility and praxis. This assignment will allow you to illustrate the core knowledge and skills you have learned in your time as a communication studies scholar at UNCW.

Modified Panel Discussion

This is a team project. This is a modified panel discussion in the sense that the group will determine topics instead of the moderator providing questions. As a team you will use audience analysis to direct your research and development of each topic below. You will find one or two articles for the audience to read before your presentation in order to ensure the audience has a base to build on through your discussion.

The moderator will

- introduce the topic of their presentation,
- introduce the panelist and their specialized areas,
- have developed his/her segment of the presentation,
- be responsible for insuring that all panelists are able to present their topics and viewpoints in the 40 minutes allotted for the panel discussion.

Each team

- Will consist of panelists who have conducted research on their topic in order to become a reasonably well-informed participant. Research will be focused on information that will assist audience after graduation from UNCW with a Bachelor of Arts degree in Communication Studies.
 - Additional research means reviewing information from within our communication studies program that relates to topic; as well as completing primary and secondary research to become reasonably well-informed participant.
 - Have chosen a new base article(s) based on their research and will provide the instructor with this before due date.
- Will effectively incorporate at least six high-quality sources in their discussion.
 - Sources must be cited in the presentation and at least one of these sources must be from primary research.
 - At least four high quality sources from secondary research must be included.
- Will apply at least three theories from their Communication Studies coursework to the research completed and topic being discussed.
 - Incorporation includes defining the theory in your own terms and clear application to a specific situation
- Will incorporate at least one Core Skill into their presentation.
- Will have quality handout(s) for their audience.
 - Quality handouts are not the presentation PowerPoint slides printed 3 to a page
 - Quality handouts are appropriate for time distributed
 - If provided before the presentation they are easy to follow and appropriate to take notes on.
 - If provided after the presentation they include pertinent details
- Will have prepared their comments in order to share their knowledge with the audience in an organized fashion.
- Will ensure they engage the audience in their presentation.
- Will provide the instructor with the following items
 - a detailed outline of modified panel discussion before the presentation begins,
 - a copy of the handout prepared for the class before the presentation begins,
 - the evaluation form before the presentation begins,
 - their speaking notes after the presentation is over, and
 - if PowerPoint is used in the presentation a copy on a CD will be provided after the presentation.

Forum – The Panel

- Will have prepared questions to stimulate discussion during the forum (if necessary), but will not plant the questions in the audience.
- Will ensure that all members of the panel participate in the question and answer period.
- Will effectively and appropriately answer questions.

Forum – The Audience

- Will have read the required reading(s) establishing a common base;
- Will pay close attention to each of the panelist;
- Will write down their questions and comments while they are listening;
- Will wait to be recognized by the moderator before speaking;
- Will keep their comments brief and on topic;
- Will keep their questions on topic;
- Will hold their comments if they have already spoken; giving all a chance to participate; and
- May 6th is mandatory for all students.

Team Members

- Will utilize skills learned in other courses and work effectively as a team
- Will choose a team liaison responsible for all communication with instructor
- Will submit team updates on due dates.
- Will evaluate each other upon completion of the project.
- Will review the problem team member document in course pack.

Topics & Some Articles/Website Links/CBT/Books 24/7 to Quick Start Your Team

Financial Issues

(Salary Negotiation, Budgeting, Retirement)

CBT – Planning for Retirement PD0147

CBT – Budgeting PD0141

CBT – Buying Home PD0142

Balance Life/Family/Career

CBT - Life Balance Issues PD0181, PD0183

Books 24/7 - The Opt-Out Revolt—Why People are Leaving Companies to Create Kaleidoscope Careers

Books 24/7 Cool Down: Getting Further by Going Slower

Peter Senge, The Fifth Discipline – Chapter 16 (reserve reading)

Graduate School – Now/Later

(Various Fields, When to Attend, Corporate Support)

UCLA – Career Services - <http://www.career.ucla.edu/gradschool/plan/>

Kent State – Career Services - <http://career.kent.edu/home/student/gradschool/gradschconsider.cfm>

Career Boosters/Busters

(Effective Assimilation, What Not to Do)

CBT – Interpersonal Skills on the Fast Track PD0134

CBT – Achieving Success – Mentor MGMT0255

CBT – Playing by the Rules LEAD0133

Books 24/7 - Business Protocol—How to Survive and Succeed in Business, Second Edition

Networking

(Career – My Space/Facebook vs Linkin; Friends in new cities; Volunteer Opportunities)

CBT – Communicate for Contacts COMM0007

Books 24/7 - Professional Networking For Dummies

Star-News, 11/25/07 – “To link or not to link: Networking media”

Business Etiquette

(Email, Introductions, Accepting/Resigning from a Position, Manners, etc – K Thompson may not be used as a source)

CBT – Business Etiquette Issues COMM0181, 0182, 0183,

CBT – Telephone Etiquette COMM0411

Books 24/7 - Don't Take the Last Donut—New Rules of Business Etiquette

Job? Career? Fulfillment?

(Is this “my” field or is this just a job? When I reach NYC I’ll have met my goal – wait a minute a job/career/city doesn’t define me)

Books 24/7 - The Opt-Out Revolt—Why People are Leaving Companies to Create Kaleidoscope Careers

Nicholas Lore, The Pathfinder How to Choose or Change Your Career for a Lifetime of Satisfaction and Success – Chapter 22 (reserve reading)

Diversity/Culture/Identity

(Diversity in the US workplace; International careers)

Books 24/7 Making Diversity Work: Seven Steps for Defeating Bias in the Workplace

Books 24/7 GenXPat: The Young Professional’s Guide to Making a Successful Life Abroad

Books 24/7 The Diversity Training Handbook: A Practical Guide to Understanding & Changing Attitudes

CBT – Diversity in the Workplace HR0152

CBT – Why Diversity Matters HR0021

Life Long Learning

(Formal/Informal Learning Opportunities other than Graduate School)

CBT - Successful Lifelong Learning PD0265

Outward Bound <http://www.outwardbound.org/>

Osher Lifelong Learning <http://www.uncw.edu/dpscs/AdultEd.htm>

International Cooking Classes <http://www.theinternationalkitchen.com/parisclass.htm>

Art Classes <http://www.creativewilmington.com/calendar/index.php>

New Topic Proposed by Team

If your team has a topic not mentioned here and the subject is not covered in course material, you may meet with me to discuss the topic. Before the meeting you will need to send me via email a strong argument why this topic should be an option, and at least two potential base articles.

Requirements Summary – Modified Panel Discussion

- Time Requirements
 - Modified Panel Discussion: 30 – 40 minutes
 - Forum: minimum 20 minutes
- Moderator is responsible for
 - Introduction of topic,
 - Introduction of panelists and their specialized areas,
 - Developing their own segment of presentation,
 - Maintaining timing,
 - Concluding the presentation,
 - Managing the forum,
 - Extemporaneous delivery,
- Panelists are responsible for
 - Thorough research of their topic focused on their audience's life upon graduation
 - primary and secondary research required
 - Senior level presentation of their topic (extemporaneous delivery)
- Panel Discussion must include at a minimum
 - Six (6) high-quality sources
 - sources must be clearly cited in the presentation (if I don't hear it, you didn't cite it)
 - one must be from primary research
 - at least four (4) must be from high-quality secondary sources
 - Three (3) theories from communication studies coursework
 - define each theory in own words
 - apply each to a specific situation/example
 - One (1) core skill
- Quality handout(s) for their audience
 - PowerPoint slides not acceptable
- Items provided instructor before presentation begins
 - Detailed outline
 - Copy of handout
 - Evaluation form (with signatures)
- Items provided instructor after the presentation
 - Speaking notes
 - Copy of PowerPoint on CD presentation if used
 - Evaluation of team mates – due day of presentation

Requirements Summary – Forum Panel

- Will have at least five (5) prepared questions to stimulate discussion during the forum, but will not plant the questions in the audience.
- Will allow all members of the panel participate in the question and answer period.
- Will effectively and appropriately answer questions.
- Will not interrupt their fellow panelist. Will not repeat statements/ideas made by fellow panelists.
- Panel Moderator will maintain professionalism of discussion and manage the audience.

Requirements Summary – Forum Audience

- Read the required base article
- Pay attention, write down your questions during panel discussion
- Keep the questions on topic
- Allow others the opportunity to ask questions
- May 6th is mandatory for all.

Requirements Summary – Team

- Work effectively as a team to prepare for the modified panel discussion and forum
- Choose a team liaison by January 22nd who is responsible for
 - Submitting Topic Request Form via email attachment no later than 5:00pm on January 22nd – template provided in course pack,
 - Submitting team updates to instructor by due dates – templates provided in course pack ,
 - Submitting team’s base article(s) no later than noon on Wednesday, March 19th, and
 - Arranging additional meetings with instructor if necessary
- Review and follow instructions if Problem Team Member document in course pack if problems occur with a team member.
- Evaluation of teammates due after presentation

Schedule Summary

1/15 T	Review Assignment Form Groups Assign Group Numbers Group Work Day
1/22 T	Topics Request Form due by 5pm (use template, send as attached document via email)
1/23 W	Topics Assigned by 5pm
1/24 R	Groups 4-6 workday while groups 1-3 in class for resume workshop
1/29 T	Groups 1-3 workday while groups 4-6 in class for a resume workshop
2/6 W	Update #1 Due by noon
2/14-3/13	Informational Interview Presentations Occurring (6 classes) 1 day you will present 1 day you will observe and then meet with me (Update # 2) 4 days to work with your team
3/18 T	Dr. Pat Comeaux will lead workshop on facilitated discussions
3/19 W	Base article(s) due by noon for placement on website
3/27 – 4/8	Portfolio Presentations (4 days) 1 day present 3 days to work with team or on project
4/4 F	Update #3 due by noon
4/15 – 5/6	Panel Discussions May 6 – Exam Day – Mandatory for all students

Grading

Grades on this assignment will be guided by the grading rubric created for this assignment. The grading rubric (evaluation form) is the last page of this assignment. Please sign and attach the grading rubric to the front of the paper as acknowledgement that you understand the criteria by which the assignment will be evaluated.

**Capstone Experience
Topic Request Form**

Template

All templates will be emailed
to team liaison on January 23rd.

Team # _____ **Team Liaison** _____

Team Member Contact Information

Team Member Name	Preferred Phone	Email

Preferred Topic 1st Choice & Justification (why you chose this topic)

Preferred Topic 2nd Choice & Justification (why you chose this topic)

Preferred Topic 3rd Choice & Justification (why you chose this topic)

Absolute Last Choice & Justification (strong argument on why you would absolutely detest creating a panel discussion on this topic realizing that you may still have to do this)

Email the request
to me as an attached Word document
by 5pm on Tuesday, January 22rd

**Capstone Experience
Update # 1**

Template

Grading (5 points): _____

Team # _____ **Team Liaison** _____

Topic _____

Working Title _____

Potential Topics to be discussed by Panelists

- ✓ Panelist Name – list topics

Justification for Each Potential Topic

- ✓ Topic - justification

Two Potential High Quality Sources

(at least two; provided in APA format)

Questions for Me:

Email the update form
to me as an attached Word document
by noon on Wednesday, February 6th

Capstone Experience
Update # 2
Bring to Assigned Day During
Informational Interview Presentations

Template

Grading (10 points): _____

Team # _____ **Team Liaison** _____

Team Members: _____

Topic _____

Working Title _____

Topics to be Discussed by Panelists

- ✓ Panelist Name – topic(s)

Justification for Each Topic

- ✓ Topic – why did you choose this topic over others how does it relate to our audience and their life after graduation

Five Potential High Quality Sources

(at least five; provided in APA format)

Team Issues for Discussion

Questions for Me:

Bring the update form
with you to our meeting

**Capstone Experience
Update # 3**

Template

Grading (5 points): _____

Team # _____

Team Liaison _____

Topic _____

Title _____

Changes in Topics to be discussed by Panelists

- ✓ Panelist Name – topic change and why

Five Potential Discussion Questions for Forum

(Provide at least five potential discussion questions you will use to spark discussion during the forum)

Attach Draft Outline for Review

Questions for Me:

Email the update form
to me as an attached Word document
by noon on Friday, April 4th

Capstone Experience Peer Evaluation

Template

Due date of your
presentation.

Each team member will evaluate your performance, and each member's evaluation of you is equal in determining your total peer evaluation score. The only part I play is in averaging the scores. You will be permitted to read all of the comments written by your peers, but the person who wrote them will remain anonymous (as I will remove their name from the form before you see it.) If you wish to see the comments you will need to schedule an appointment to meet with me.

Please answer all questions and please be honest.

Name of Your Presentation: _____

Name of the Team Member You Are Evaluating: _____

	Points
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>general attitude</u> towards the class, the team and the team's work.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's ability to <u>work effectively</u> with others.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>dependability/reliability</u> in accomplishing tasks.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>quantity of contribution</u> to the team.	
On a scale of 1 to 5 (5 being the highest), please rate the team member's <u>quality of contribution</u> to the team.	
On a scale of 1 to 5 (5 being the highest), please give an <u>overall rating</u> for the group member.	
Total Points	

What would you consider to be the strengths of this person as a team member?

What would you consider to be the weaknesses of this person as a team member?

Did this person serve as your team liaison? If yes, on a scale of 1 to 5 (5 being the highest), please rate their skill in this position.

Would you work with this person again? Why or why not?

Please print your name: _____

**CAPSTONE EXPERIENCE
EVALUATION FORM
COVER SHEET**

Name (printed): _____ Signature: _____

Name (printed): _____ Signature: _____

Name (printed): _____ Signature: _____

Name (printed): _____ Signature: _____

Time Panel Discussion: _____ **Time** Penalty: _____

Time Forum: _____ **Time** Penalty: _____

Category	Total Points Possible	Total Points Received
Project Update# 1	5	
Project Update # 2	10	
Project Update # 3	5	
Modified Panel Discussion	100	
Less Time Penalty		()
Forum	30	
Less Time Penalty		()
Subtotal		
Peer Evaluation Points	30	
Total Points	180	
FINAL LETTER GRADE		

Panel Discussion Evaluation Form

	Evaluative Dimension		
	Effective	Average	Ineffective
Depth of Thought – Panel Discussion _____/45			
Topics – accurate and intriguing information presented to audience; information will aid audience as they move into their next step Topic 1 Topic 2 Topic 3 Topic 4 (for some teams) Additional topics			
Appropriate citation of sources throughout the presentation Source 1 Source 2 Source 3 Source 4 Source 5 Source 6 Additional sources			
Effectively and appropriately incorporated theory # 1 from coursework including Definition in own words Application to specific situation/example			
Effectively and appropriately incorporated theory # 2 from coursework including Definition in own words Application to specific situation/example			
Effectively and appropriately incorporated theory # 3 from coursework including Definition in own words Application to specific situation/example			
Effectively incorporated at least one core skill			
Professional not Pedestrian Language used to present ideas			
Organization – Panel Discussion _____/20			
Complete Introduction of Panel Discussion (Gain attention, establish reason to listen, introduced panelists, previewed discussion)			
Body (mutually exclusive main points organized in a logical manner)			
Body (clear transitions/connectives and internal summaries between each panelist)			
Conclusion of Panel Discussion (summary and effective closure)			
Delivery _____/15			
Verbal Mastery (all spoke with credibility and confidence, spoke with energy & enthusiasm for topic; spoke in a clear articulate voice and volume at an appropriate pace, made effective use of pauses; team verbal skills complimented each other)			
Eye contact (used direct eye contact with audience that suggested mastery of material)			
Nonverbal (used a physical stance, gestures, facial expressions that suggested confidence and were non-distracting; wore appropriate dress for the occasion – business professional; team nonverbal skills complimented each other)			

Visual Aid (effective use of visual aid if used)			
Engaged Audience _____/5			
Overall sense that the presenters are senior communication studies majors that have mastered the obligations of oral presentation as defined and developed in previous course work. Presented in a manner that engaged audience and created excitement for the forum portion of assignment.			
Handout _____/10			
Accurate and appropriate material provided If provided at beginning of discussion – easy to follow during discussion and effective for note taking If provided after the presentation – provided necessary details			
Professional Language & Visually Appealing			
Fundamentals _____/5	YES	NO	
Before presentation submitted signed evaluation; detailed outline of panel discussion, copy of handout			
After discussion submitted (speaking notes, CD w/PPT if used)			
Total Points – Panel Discussion			

Forum Evaluation Form

	Evaluative Dimension		
	Effective	Average	Ineffective
Depth of Thought – Forum Answers _____/10			
Answers to questions asked by audience were appropriate, to the point			
Depth of Thought – Prepared Questions _____/10			
Panel had questions prepared to stimulate conversation/discussion			
Delivery & Engaging the Audience _____/10			
Panel answered questions in a professional manner, all panelist involved in discussion			
Verbal and Nonverbal communication complemented each other and assisted in engaging audience in the discussion			
Total Points – Forum			

Group Work

(parts borrowed from Dr. Rick Olsen & Ms. Jennifer Chin)

Probably the biggest key to your success and satisfaction in this course is working effectively together in your group. In this class, you will be completing a significant amount of work with your team; approximately 25% of your final grade is this team project.

Here are some key pointers on working in your group:

1. Take individual responsibility for the group's success. Do more than your share of the work.
2. Set up clear lines of communication and use them! Exchange e-mail addresses and phone numbers and learn how to send attached documents. Set up regular times to meet.
3. Keep the assignment descriptions and evaluation forms handy and make sure you are doing what is asked for.
4. Clearly define job responsibilities for each member and then hold each other accountable and edit one another's work.
5. Communicate openly about problems you are having with the course or group members. Own your opinions—for example, don't say "you're not doing anything." Instead, say, "I am having a difficult time seeing what you're contributing to this project."

Because of importance of maintaining positive relations within our teams, it is imperative that the groups work effectively together. Should a group member choose not to participate responsibly in your group, despite your best efforts to work with this person, you may elect to remove them from your group. The following policy will be used when there is a problem member.

1. Any group member can bring a violation in question to the attention of all of the members of the group. After a discussion, the members vote on two issues:
 - Whether the action constitutes a violation;
 - The severity of the violation. Violations may be classified as either minor or major.
2. The majority rules for both votes. In the case of a tie, the incident will be considered a violation.
3. All types of violations must be documented in the form of a memorandum written to the instructor (written by the team liaison unless he or she is the subject of the violation), detailing the violation in question, and the result of the vote. All group members should be copied on the memorandum, and the memorandum should be written no more than 48 hours after the vote has taken place.
4. The following formula will be used to determine whether a member should be removed from the group:
 - 2 minor violations = 1 major violation
 - 2 major violations = group member is removed

5. When determining the severity of the violation, use the following examples as a guide:
 - Minor violations—being 20 minutes late to a meeting; having to miss a meeting (but giving advance notice); forgetting to complete one or two aspects of a task
 - Major violations—missing a deadline; not completing an entire task; repeatedly ignoring communication with other group members

6. If a group member receives 2 major violations, then he/she is automatically removed from the group.
 - The other group members will carry on as a team, adhering to the standards required in the syllabus and assignment descriptions. If the team liaison is the group member removed, another student will be asked to fill that role.
 - The removed group member forfeits all remaining group points. The instructor will give the student lengthy and painful assignments to be graded P/F. The student must “pass” all of these alternate assignments in order to earn a final project grade NO higher than a D. If you are removed from your group, you are not eligible for a final project grade higher than a D. Professional work requires a significant amount of group work, and being removed from a group indicates that you do not work well with others, which will be reflected in your final project grade. (A grade of “C” indicates that you are average, and being removed from a group does not reflect average work.)

- Please keep me in the communication loop about problems you are having in your group. I am more than happy to discuss recommendations for student-to-student intervention. Hopefully most situations can be remedied without having to invoke violations.

PERSONAL INVENTORY PAPER

Points: 75

Due: February 8th – by noon deliver to my office

Hard copy only, will not be accepted via email and will not be accepted late

If I am not in my office place the paper in the brown hanging file box outside my office. It has my name on it, do NOT place in Ms. Chin's boxes. If you do and it is not found by noon on the due date the paper will be considered late and will not be accepted.

Objective:

- Exploration of personal values, visions, aspirations and goals

This essay will help you articulate a clear and engaging vision for your life. The rationale behind this assignment is before you can identify suitable options for your next few years you must have a sense of who you are and what is appropriate for you. You need a sense of how the next few years may feed into an attractive framework for how you want to live your life, and what kind of experiences you hope to have as you continue through it.

Keep the following thoughts in mind throughout this assignment:

- Your essay will be typed on paper; it will not be chiseled in granite. At any time during the composition process you can destroy what you have written and start over.
- You are making only as much of a commitment as you wish to the vision you express in your essay. If the vision you express changes the day after you deliver the essay that is not only acceptable, it indeed could possibly be a liberating turn of events.
- No one but me needs to read what you write. Your essay will remain anonymous to everyone except me once it enters my hands.

Answer:

Before beginning your paper take a few minutes and answer each of these questions. These answers will assist you in developing your paper.

- Who are you today? What makes life “good” for your today?
- What do you want out of your career ... out of life in general?
- How will you know when you have acquired what you want from career, etc.?
- Where do you feel you are heading in your life ... during the next couple of years as well as in a longer time frame? How do you react to that possibility or likelihood – do you welcome or embrace it ... or regret and feel anxious about it?
- If you have the latter feelings (regret or anxiety) how do you think where you are heading can be changed ... and do you foresee yourself changing it?
- Will the choice regarding your NEXT STEP be an independent one or a decision made collectively with family members, friends, a significant other, mentors, etc.? Do you consider your decision-making situation relatively comfortable or rather complex?
- What do you look forward to that you suspect will be part of your future? In contrast, what do you fear may be there?
- What are some changes you think you will experience in the next few years? How do you feel about the possibility or likelihood that they will happen? What changes would you like to have happen ... and what changes would you not want to have happen?

Complete “Analyzing Your Work Preferences”

- Go to my website for the link to this document; and print.
- Complete the assessment for this assignment (it will be attached to your final paper).

Two Themes Your Paper Must Address

- *Values* –According to Interpersonal Communication by Trenholm and Jensen, “A value is simply a belief that some goals and paths to goal achievement are better than others. For example, some people believe that altruism is more worthwhile than self-interest; they therefore act with kindness and charity. Others believe it is important to achieve personal success. They may value ambition and material security above

everything else.” Dr. Scott Williams, Dept of Management at Wright State has a very interesting article on values and their importance our lives. If you would like to read this article copy this URL into your browser <http://www.wright.edu/~scott.williams/LeaderLetter/values.htm>.

A list of values is included in the handout section of the course pack to assist you with this segment. What **two** values do you want or expect to form the basis of the choices you make in your life? Why? How will they impact your life in the future? (Note: “I value my personality” is not appropriate nor is “I value my family.” The discussion is not about what you value, but what values assist you in making choices.)

Steve Allman commented in his November 23, 2003 Career Talk column, “As written by Crace & Brown, ‘Values are the lenses through which we see the world.’ Values are an important component of our behavior, ‘guiding our decision-making through basic beliefs,’ often being experienced as ‘shoulds’ or ‘oughts’.” Later in the column Allman states, “On the other hand, values influence job satisfaction, whether our personal needs are being met or whether we ‘ought’ to be doing something else.” Based on pages 4-11 of the *Analyzing Your Work Preferences* you completed what do you feel are the top **two** (2) values that will influence your satisfaction in your next step? Why? How will they impact your decisions about your career/job/graduate school program?

Do your life decision values and next step satisfaction values contradict each other or work with each other? How will you know which values to follow?

****Please note you will discuss a total of four (4) values in this segment of your paper. ****

- *Career/profession/occupation/work* – This should not be statements about what you want to do for a living. I do not want to read that I want to become a PR specialist, or I want to be an anchor. This should be a discussion of what would have to happen for you to decide this is the field for me and what you want to experience from any journey you would embark on. In your self-assessment think about what you need to be happy in your next step. Relate to the results of the *Analyzing Your Work Preferences* assessment completed earlier (this should be much more than the two job satisfaction values discussed earlier).

Requirements:

- A two - four (2-4) page typed (double-spaced) essay in which you describe a clear and engaging vision of your life. The vision will assess who you hope to be in the future intertwined with what you plan to do in the future.
 - This essay should read smoothly.
 - Review the Senior Level Essay Expectation Sheet and other writing tips documents in the handouts section of the course pack.
- Use professional language when writing this essay.
- Frame ideas in *positive language* not negative. For example, instead of writing, “I do not want a job that pays minimum wage,” write, “I want to have a job that pays enough for me to live comfortably and travel extensively.” Change “I do not want to leave my family or the beach,” to “I want to have a job near my family that also allows me to live near the beach.” Instead of writing, “I do not want a future that requires me to change my core values,” write, “I want to find a job that follows the values that I hold dear.”
- Use APA format for citing sources in your essay.
- Your title page should have a creative title as well as all other pertinent information.
- Attach the evaluation form to the front of your essay, and the “Analyzing Your Work Preferences” to back of the essay. If you have the SDS results sheet you need to attach it to back of your essay.

Suggestions:

I suggest you complete this paper little by little over a period of several days. Perhaps meet with a classmate/friend or two for a brainstorming/visioning session or two. Talking through ideas with others (taking notes as you do) should help you expand your ideas. Feel free to stop by my office during office hours or make an appointment for brainstorming, support, or feedback.

I also suggest that you finish your draft paper *at least two days* before the final paper is due. Let it sit, then come back to it for another review. This is not something that can be written at the last minute as it takes time to look at yourself and your next step in this detail.

Grading:

Grades on this assignment will be guided by the grading rubric created for this assignment. The grading rubric (evaluation form) is located in the course pack. Please sign and attach the grading rubric to the front of the essay as acknowledgement that you understand the criteria by which the assignment will be evaluated.

Summary of Grading Rubric

Evaluative Dimension	Comments
Rhetorical Awareness (40 points max)	This essay should demonstrate deep reflection and self-examination of the two themes.
Quality of written expression Spelling, Grammar (30 points max)	Your writing must be articulate, to the point, and mature in its tone. Your writing must be free of spelling, grammatical errors as well as other typographical errors.
Fundamentals (5 points max)	Title Page with creative title Typed, double-spaced Two to four (2-4) pages Clean paper/Clear print Appropriate margins and font size Attach Evaluation Form to front Attach Analyzing Your Work Preferences to back

**PERSONAL INVENTORY PAPER
EVALUATION FORM**

Name: (printed) _____

Signature: _____

Total Points: (75) _____

Grade: _____

Rhetorical Awareness	Thoroughly Discussed	Average Discussion	Weak Discussion
Values _____/25			
Life Value # 1 (why & impact)			
Life Value #2 (why & impact)			
Job Satisfaction Value #1 (why & impact)			
Job Satisfaction Value #2 (why & impact)			
Same/Conflicting			
Career/profession/ occupation/work _____/15			
Field for me <i>because</i>			
Experience during journey			
Relate to "Analyzing Work Preferences" (AWP) assessment			
Written Expression _____/30	Effective	Average	Ineffective
Spelling			
Grammar			
Professional Language			
Introduction (attn getter, credibility, reason to listen, preview)			
Body (logical organization, connectives)			
Conclusion (summary, final statement)			
Fundamentals _____/5	Yes	No	
Title page w/ creative title			
Typed, double-spaced, 2-4 pages, appropriate margins & font size			
Clean paper/print			
Attachments (AWP, Evaluation Form)			

See Attached Comments

INFORMATIONAL INTERVIEW PRESENTATION

Points: 100

Due: February 14 – March 13
Presentation dates based on Capstone Experience Team
Observation dates based on Capstone Experience Team

In this presentation you will inform the audience about a specific professional position or graduate education possibility. The information for this presentation will be gathered through an informational interview with someone currently in the position/school/organization you believe could be your next step. The main purpose of the assignment is to increase your familiarity with your field of focus, in order for you to more confidently market yourself as a candidate in that field. This assignment also allows you to develop or enhance existing skills in networking, gathering information, and interacting with professionals in the world outside the undergraduate classroom.

Joyce Lain Kennedy's "Career Now" question and answer article in the Advertising Supplement of the Wilmington Star-News on Sunday, July 8, 2007, offered several important points to remember about informational interviewing

- ✓ "too many job seekers have abused information-interviewing generosity by asking for employment."
- ✓ "many busy, successful people who are not so ready to spare time to adults asking for advice do, however, feel an obligation to mark professional trails for new graduates."
- ✓ "Show that you respect the interviewer's time by researching information in advance."

In order to encourage busy professionals to speak with future graduates, it is your job to be professional in this interview. When interviewing be prepared with specific questions after completing detailed research in advance.

Do not ask

- ✓ "What is the minimum GPA requirement for this graduate program" when it is clearly stated on the school/program's website.
- ✓ "What are the required entry level skills for new employees" when the advertisement states entry level requirements.
- ✓ "What positions do you have open at this time?" OR "Can you encourage the graduate program to accept me once I submit my application?"

You might ask

- ✓ "Will internships be considered toward required years of experience?"
- ✓ "After reviewing the corporate website, I see that the mission statement for Europe Through the Backdoor is 'to inspire, inform and equip Americans to have European trips that are fun, affordable and culturally broadening. We value travel as a powerful way to better understand and contribute to the world in which we live.' How is this mission incorporated in the corporate culture?"

Objectives:

- Learn information related to your next step.
- Develop your skills in networking, information gathering, and interaction with professionals in the "real world"
- Analyze your qualifications based your research and your interview.
- Position yourself as a Communication Studies Major entering this next step.
- Examine your degree, what it means to you, and how it will help you achieve your goals
- Prepare a professional presentation and deliver it extemporaneously

OPTION # 1

Interview

Interview an individual currently in a position of interest or with an organization of interest and investigate entry-level positions in the field. Before the interview become familiar with the field/firm through detailed research. The information gained from the interview *and* your research should include at a minimum details concerning types and characteristics of entry-level jobs in the field; typical starting duties and responsibilities; expected entry-level skills and abilities; industry buzzwords; starting salary ranges; and geographic considerations. You *may not* select a family member, close friend, current or past employer, guest speaker, or your internship director (past or present) to interview.

Positioning Self as a Communication Studies Major

Define and explain *your major* in a way that is oriented towards the career field in which you are interested. In other words, what answer will you offer an interviewer when he/she asks, “What exactly is a degree in communication studies?” This definition must not be a generic definition but that is directly connected to the field your considering for your next step. Your definition should not be, “My degree in communications has enhanced my communication skills and made me a stronger person.” Your definition should not be, “Sales requires people with strong communication skills, and my major has taught me how to make good decisions when talking with people.” Ensure that your definition/explanation is one that will allow you to expand on your skills as they relate to this field. This definition/explanation should allow you to discuss your *two* favorite discipline specialty areas (see notes from “My Communication Studies Degree” workshop) and how they will allow you to excel at this position within this organization. This is a discussion on how your degree, current skills, knowledge and experience relates to this position.

OPTION # 2

Interview

If you are considering graduate school you should have identified several schools in which you are interested. You will need to interview a representative (not a secretary or current student) of one of the programs, preferably your first choice for your graduate education. Before the interview become familiar with their program via your own research and use the interview as a chance to learn more about the strengths and weaknesses of their program; the availability of research and/or teaching assistantships; and any other pertinent information regarding their institution. A current student may be interviewed only for additional information.

Positioning Self as a Communication Studies Major

Define and explain your *major* in a way that is oriented towards the graduate school & program in which you are interested. In other words, what offer will you give the interviewer when he/she asks, “How does your degree in Communication Studies from UNCW make you a viable candidate for our program?” Do not offer some generic answer that illustrates little to no thought about your how you define your major. Your answer should not be “Communications at UNCW is a very broad program and therefore I have experienced many different aspects of your graduate program.” Ensure that your definition/explanation is one that will allow you to expand on your skills as they relate to their program. This definition/explanation should allow you to discuss your *two* favorite discipline specialty areas (see notes from “My Communication Studies Degree” workshop) and how they will allow you to excel within this graduate school program. This is a discussion on how your degree, current skills, knowledge and experience relates to this program.

OPTION # 3

Interview

If you are considering a public service option (Peace Corps) you should have identified several options in which you are interested. You will need to interview a representative (not a secretary or current student) of one of the options, preferably your first choice. Before the interview become familiar with their program via your own research and use the interview as a chance to learn more about the strengths and weaknesses of their program. A currently involved student may be interviewed only for additional information.

Positioning Self as a Communication Studies Major

Define and explain your *major* in a way that is oriented towards the public service option in which you are interested. In other words, what offer will you give the interviewer when he/she asks, “How does your degree in Communication Studies from UNCW make you a viable candidate?” Do not provide a generic answer along the lines of “My major taught me to be a competent communicator.” Ensure that this definition/explanation is one that will allow you to expand on your skills as they relate to their program. This definition/explanation should allow you to discuss your *two* favorite discipline specialty areas (see notes from “My Communication Studies Degree” workshop) and how they will allow you to excel within this option. This is a discussion on how your degree, current skills, knowledge and experience relates to this public service opportunity.

Presentation Requirements for Options #1 - #3

- Senior level presentational and organizational skills are expected.
 - Review the information on *Senior Level Presentations* in the on-line handout file.
 - Complete the Public Speaking Review CBT
- Time Limit: *6-8 minutes*
 - The presentation will be *terminated* at the 8 1/2-minute mark!
- In the presentation
 - include basic *biographical information* about the person interviewed (i.e., name, job title, company/graduate school/public service option);
 - include all other pertinent information requested in chosen Option;
 - discuss your personal *definition/explanation* of your major, as related to future goals,
 - remember to effectively incorporate your *two discipline specialty areas* with examples;
 - class titles are not discipline specialty areas
 - and incorporate your explanation of your *skills* as they relate to this field/program;
 - remember that this presentation should clearly indicate what you learned through your interview versus what you learned through research.
 - remember this is a speech not a transcript of the interview.
- Visual aids are not required.
 - For all visual aids requiring technology have a back-up plan in case the technology is not available (You are NOT limited to PowerPoint!).
 - If you choose to use PPT remember the slides are not meant to be used as speaking notes.
 - Bring PowerPoint Presentation on a flashdrive (thumbdrive) or a CD. You may not send to self via email and then download in class.
- You will submit *before* speaking (in this order):
 - The appropriate evaluation form, signed as required.
 - A typed outline. If you do not remember how to outline the basic format is available in the handout section of this course pack.
 - An information page which must contain the following information:
 - name of person you interviewed, their position title, company, business address, business phone number, & business email;
 - I will randomly contact the people interviewed via phone or email confirming the informational interview did indeed occur. Please inform the person you interviewed that they may be contacted by me.
 - your personal definition of your communication studies major
 - references for any additional sources integrated into your presentation
- Speaking notes are to be submitted *immediately after* you speak. You may use either
 - Note cards - no more than one side on TWO 3x5 index cards are permitted OR
 - 8 ½ X 11 Paper – no more than one side of a sheet of paper, typed with a font of at least 16 points with 1” margins
- Interview attire (suit) is required for the speaker and audience members must be in at least business casual (this does not include jeans and a t-shirt, nor does it include revealing clothes).

Grading:

Grades on this assignment will be guided by the grading rubric created for this assignment. Please sign and attach the grading rubric (evaluation form) as acknowledgement that you understand the criteria by which the assignment will be evaluated.

Summary of Grading Rubric

Evaluative Dimension	Description
Depth of Thought (40 points max)	Effectively incorporated all required components of presentation; development of each issue must suggest that you have carefully and <i>deeply</i> pondered the matters you address in your presentation.
Organization (30 points max)	Presentation illustrates organizational skills expected of a senior level COM major.
Delivery (25 points max)	Extemporaneous presentation which illustrates verbal mastery, effective eye contact and nonverbal skills. Effective use of visual aid if incorporated.
Fundamentals (5 points max)	Effective outline in proper format. Submitted required materials at appropriate times. Overall sense you are a senior COM major and have mastered the presentation skills.

Suggestions:

Do not wait until the last minute to complete the interview. Murphy's Law tends to happen to those that procrastinate.

An excellent article on informational interviews is available on the Career Services website (students, career planning & exploration resources). If you are reading this on-line, click [here](#) for an article which will assist you in preparing for informational interview. While this article focused on a career as a next step, it will provide ideas for those of you interested in Option #2 or Option #3.

Note:

You will be speaking on one day and observing the one day. Presentation and observation dates will be available via my website and I will announce in class when they are available. The other days will be yours work to on other class projects.

Remember this is a senior level communication studies class. Your audience will expect an effectively prepared and confidently presented presentation.

**INFORMATIONAL INTERVIEW
EVALUATION FORM**

Name (printed): _____ Signature: _____

Total Points: (100) _____ Grade: _____

	Evaluative Dimension		
	Effective	Average	Ineffective
Depth of Thought _____/40			
Identified person interviewed and organization they represent			
Clearly and effectively incorporated data about the position or school or program			
Appropriate citation of sources throughout the presentation			
Effectively and appropriately incorporated your definition of communication studies			
Effectively incorporated two discipline specialty areas with examples			
Effectively incorporated your current strengths, knowledge, experience, etc.			
Appropriate use of specialized language of position, school, discipline specialty area			
Organization _____/30			
Complete Introduction (Gain attention, establish reason to listen, preview)			
Body (mutually exclusive main points organized in a logical manner)			
Body (effective use support materials: variety, connected to key ideas)			
Body (clear transitions/connectives and internal summaries as needed)			
Conclusion (summary and effective closure)			
Delivery _____/25			
Extemporaneous delivery (spoke in a conversational tone with the audience; effective use of speaking notes); Engaged the audience			
Verbal Mastery (spoke with credibility and confidence, spoke with energy & enthusiasm for topic; spoke in a clear articulate voice and volume at an appropriate pace, made effective use of pauses)			
Eye contact (used direct eye contact with audience that suggested mastery of material)			
Nonverbal (used a physical stance, gestures, facial expressions that suggested confidence and were non-distracting; wore appropriate dress for the occasion – business professional)			
Visual Aid (effective use of visual aid if used)			
Fundamentals _____/5	YES	NO	
Outline is in proper format and demonstrations logical thinking			
Submitted materials at correct times (signed evaluation and outline before speaking, note cards after speaking)			
Overall sense that the presenter is a senior communication studies major that has mastered the obligations of oral presentation as defined and developed in previous course work.			

See attached comments

TELEPHONE INTERVIEW ASSIGNMENTS
(INCLUDING TARGETED POSITION SUMMARY,
COVER LETTER, TARGETED RESUME)
UPDATED 1/22/08

Total Points: 135
Due: See individual assignments

You will prepare for and participate in a telephone interview in order to further develop your skills and confidence as an interviewee. The **best** way to prepare to be interviewed is to be interviewed! In this assignment, when you are an interviewee, you will directly experience the challenge of being calm and resourceful, thinking quickly, and expressing yourself effectively and engagingly during an interview.

Part #1: Pre-interview Documents: Targeted Position Summary, Cover Letter & Resume

Successful interviews, like any successful communication event, begin with preparation and analysis of the situation and audience. To demonstrate your ability to effectively analyze such considerations, the following documents are required before you interview.

✓ **Assignment #1--Targeted Position Summary (20 points)**
(also referred to as TPS)

This assignment forms the structure for your telephone interviews. The person interviewing you will use this targeted position summary to prepare for your interview.

- Identify one formal post-graduate next step employment/graduate school opportunity that you are interested in pursuing. This position, the company, and the vacancy must be real.
 - The job cannot be with a company you currently work for or intern with, or a relative's company (even if they promise to hire you in the future)
 - Must be a valid position
 - Requires at least a BA or BS from accredited institution
 - Adds such as that for The Landers Group on Monster Jobs are not acceptable
 - **Organization must have a website**
- Based on your research, describe in detail the position or graduate school program.
- Must have at a minimum, the following information:
 - Name of position you are applying for
 - Company (or Organization or Grad School) name
 - Location (If it has more than one location, where is the corporate headquarters? How many branches or satellite offices are there, and where are they located?)
 - The following 3 headings:
 - Background/history of company
 - Position requirements
 - Position responsibilities
- You must research the organization to learn distinguishing characteristics, programs or services rendered, clientele or publics served, fields of study offered, etc.
 - Answer the following questions based on your research
 - What is the name and title of the person who leads or heads up the organization?
 - What are a couple of the most significant achievements made by this organization? What specifically made them significant?
 - What kind of community service does this organization participate in, or what pro bono service does it provide?
 - Who are the organization's primary competitors? What distinguishes the target organization from the competitors?

- If you take items directly from the advertisement, corporate website, etc please note this on your TPS. **Failure to do so is plagiarism** and will result in the **failure of this entire assignment**.
 - For example, you cut and paste from the corporate website to create an abbreviated timeline for the history of the organization your bullet might look like this
 - History (from <http://www.wyeth.com/aboutwyeth/history>)
 - Or you wish to cut and paste basic requirements from the position announcement on the website, your bullet might look like one of these two options:
 - Basic Requirements (from Wyeth Job Search website)
 - Basic Requirements (from https://wyeth.recruitmax.com/MAIN/careerportal/Job_Profile.cfm?szOrderID=18383&szReturnToSearch=1&szWordsToHighlight=)
- Your summary should be typed, **bulleted** (with headings), at least 2 pages in length, and free of grammatical and spelling errors.
- Staple a copy of the advertisement/position listing of the targeted position (or printout of the graduate program description from the school website) to the back of the hard copy of your TPS that you turn in to your instructor.

✓ **Assignment #2—Targeted Cover Letter (30 points)**

Your cover letter should be targeted towards the position/graduate school described in Assignment #1. Keep in mind this assignment will be seen and used by the person interviewing you. It should demonstrate your accumulated ability to craft rhetorically effective documents that ethically meet your goals as a writer/applicant.

- For more information about composing and formatting cover letters consult other resources, your notes from class discussion(s), and Career Center website.
- In class we will discuss basic formatting and what must be included to meet class requirements.
 - For example, you will be told that the header of your cover letter is to match the header of your resume.
- This cover letter is to be addressed as if you were sending it to the organization. It should not be addressed to me or to anyone associated with our career services department.

✓ **Assignment #3—Targeted Resume (50 points)**

The resume should be targeted towards the position/graduate school described in Assignment #1. Keep in mind that they will be seen and used by the person interviewing you.

- You are encouraged to seek input from many sources regarding how to construct your resume.
- For more information about composing and formatting resumes, consult other resources, your notes from class discussion (s), and Career Center workshops and website.
 - We will discuss basic formatting requirements and data requirement in class and these are to be followed when creating your resume for class.

On January 21st (teams 1-3) and on January 29th (teams 4-6) class time will be a resume **workshop**. MikePhillips, Career Center, and I will lead workshops which will focus on reviewing the version you bring to class that day. We will not create or write your resume for you, we will only offer suggestions.

- ALL students are REQUIRED to have a typed, next to final draft of their resume. If you are not prepared you will be asked to leave class; you will not receive points for this workshop.
 - You must attend on your scheduled day.
 - You may not attend on the other day.

Assignments #1 - #3 are due on February 1st no later than noon.

Hard copies of each assignment with appropriate evaluation forms and other required documents attached are due no later than noon on February 1st. These will not be accepted late and will not be accepted via email. Staple evaluation form to the front of all documents.

Part #2: Career Center - Telephone Interviews

An interview is a signal that your written materials, references etc. were enough to establish some initial credibility or ethos. However, ethos is *fragile*. Your career services telephone interview is a chance to manage your ethos effectively so that your credibility after the interview is higher than it was before the interview.

✓ **Assignment #4 – Career Services Telephone Interview (25 points)**

You will be interviewed by a Career Services staff member. They will have received your documents in advance in preparation for your interview. The reality of the interview is that you will be put into distinct categories. They won't spend time deciding if you are a 20 or 23 out of 25. The grading for this portion of the assignment reflects that reality.

- 25 points - Definitely – exceptional presentation of self and core skills, convinced the president/chair/dean you should be brought in for a face to face interview
- 20 points - Maybe – average presentation of self and core skills, did not completely convince the president/chair/dean that you are the person for the position; perhaps you will be brought in for a face-to-face interview
- 15 points - Not right for this position but will save for future position – gave it a shot but lacked confidence/skills to persuade the president/chair/dean that you are the right person for the position but they are willing to hang on to your resume b/c you might fit elsewhere
- 10 points - Trash can – unprepared, impromptu presentation that makes the president/chair/dean wonder how you will graduate with a degree in communication studies and why you thought you were the right person for this position or
- 0 points – No Show - you do not answer the phone for your telephone mock interview at the schedule time.

The Career Center Professional (Mike Phillips or Chandra Grant) will interview you for approximately 15 - 20 minutes and then will offer 5 minutes of feedback. They will also complete a ***Telephone Interview Evaluation form*** and return it to me to determine your grade on assignment #4 based on the above grading scale.

Career Center Telephone Interview Scheduling

These telephone interviews will be held beginning February 10th and will end in mid-March. You will register for your telephone interview using UNCW SeaWork between February 1 and noon on February 6th. There are instructions on how to use SeaWork in your course pack; I will have additional details closer to February 1st. You will upload your resume, cover letter and TPS before registering for the telephone interview.

- When you register for your interview print the page that pops up and states in **red** that you have successfully registered for your interview. This will be your proof that you did register for the interview.
- If you do not register for your interview by noon on February 6th you will receive a zero (0) for this portion assignment. Career Center will send me a report of those who have registered.
- The Career Center Personnel will call you during the allotted time.

If you find that you must reschedule your telephone interview, you must go to the Career Center and talk to the person scheduled to interview you.

- You must do this at least three business days before your scheduled interview. For example, you are scheduled for February 13th at 3pm. You would need to meet with your interviewer no later than February 8th to reschedule.
- You may not call or email to reschedule. You must meet with the face-to-face.
- There is no guarantee they will be able to reschedule your interview. Rescheduling is at their convenience not yours.

Telephone Interview Requirements

- Be prepared
 - have your resume in front of you
 - have any research materials available
 - Your answers should illustrate to the interviewer that you have researched the organization. Do not provide answers that relate to any position. As these are mock interviews and our kind interviewers do not actually work for the organization, do not use subtle references to some obscure piece of information. Be obvious; mention their website when referencing the history of the organization or a new product they will be introducing soon.
 - You are required to ask at least two appropriate questions of the interviewer.
 - These questions should illustrate that you have researched the organization.
 - Push yourself past the typical “Tell me about a typical day” or “What your path to your current position was” questions.
 - Have a great interview.
- ✓ **Assignment #5 – Self-Assessment – Career Center Telephone Interview (10 points)**
After completing the telephone interview with Career Center personnel, listening to their comments, and assessing your own behaviors submit to me a one to two (1-2) page, typed, double spaced memo stating
- your greatest strength,
 - your greatest deficiency,
 - your plan to decrease or remove the deficiency
 - and two additional items you learned about yourself through this initial telephone interview.

This memo will be graded on a pass/fail basis for 10 points. A passing grade would be a “B” on the memo. Senior level writing is expected and if there are typos, the memo is populated by pedestrian language, and/or their appears to be no depth of thought (effective self-assessment) then you would earn a “C” or lower and therefore zero points.

The memo is due by noon two business days after your telephone interview. If I am not in my office place the essay in the brown hanging file box located outside my office door (LH 239). It is the box with my name on it. Attach the appropriate evaluation form to the front of the essay.

Assignment # 4 - Scheduled between February 1st and noon on February 6th. Interviews will occur between February 10th and mid-March.

Assignment # 5 - due by noon 2 business days after the telephone interview.

Grading

Part #1 – Assignments 1-3 Targeted Position Summary (20 points)

Evaluative Dimension	Description
Mechanics (5 points max)	Appropriate headings Consistent attention to directions and basic expectations of senior-level work.
Quality of Written Expression (10 points max)	Accurate information; provided all information requested Efficient and proper use of language
Management of Content (5 points max)	Use of multiple sources and obvious efforts of research and analysis beyond basic description

Targeted Cover Letter (30 points)

Evaluative Dimension	Description
Format and Mechanics (5 points max)	Proper form and command of cover letter conventions discussed in class
Rhetorical Awareness (25 points max)	Effective audience analysis and audience centeredness & strategic efforts to achieve informative and persuasive objectives of the document. Clear claims and use evidence and reasoning to support them. Command of language and appropriate “voice” to the document beyond mechanics

Targeted Resume (50 points)

Evaluative Dimension	Description
Mechanics (5 points max)	Free of all forms of typographical errors Free of all forms of grammatical errors
Aesthetics (10 points max)	Use of font, font size, formatting features, white space, paper quality, etc. that move beyond fundamental to enhance credibility with target audience
Rhetorical Awareness (35 points max)	Command of language and appropriate “voice” to the document Writing that is accurate, concise, concrete and makes effective use of active voice and “power verbs” as well as Core Skills Content should be a strategic balance of being both comprehensive yet concise

Cover Letter and Resume Additional Grading Information

3 points per typographical error
5 points if degree incorrect
5 points if school name incorrect

Part #2 – Assignments 4 & 5

Career Center Telephone Interview & Assessment Memo (35 points)

Evaluative Dimension	Description
Career Services Telephone Interview (25 points max)	Career Services Professional’s opinion on your presentation of self and core skills Grading scale described earlier in assignment.
Assessment Memo (10 points – graded Pass/Fail)	Command of language and appropriate “voice” to the document Depth of thought regarding own behaviors and reaction to comments made by Career Center Personnel. Writing that is accurate, concise, concrete and makes effective use of active voice

<p>Grades for each of these assignments will be guided by the grading rubric created for each assignment. Please sign and attach the grading rubric to the each package as required as acknowledgement that you understand the criteria by which each assignment will be evaluated.</p>

TELEPHONE INTERVIEW
PART # 1 – PRE-INTERVIEW DOCUMENTS
 (2 PAGES) Updated 1/22/08

Name: (printed) _____

Signature: _____

Targeted Position Summary

Total Points: (20) _____

Grade: _____

	Evaluative Dimension		
	Effective	Average	Ineffective
Mechanics _____/5			
Free of grammatical errors			
Appropriate use headings and bullets			
2 pages in length			
Consistent attention to directions & basic expectations of senior-level work			
Quality of Written Expression _____/10			
Accurate Information Background/history Position requirements Position responsibilities			
Efficient and proper use of language			
Management of Content _____/5			
Use of sources and obvious efforts of research			
Analysis beyond basic description			
Effectively incorporated required information beyond basics			

Cover Letter and Resume Additional Grading Information

3 points per typographical error
 5 points if degree incorrect
 5 points if school name incorrect

Targeted Cover Letter

Total Points: (30) _____ Grade: _____

	Evaluative Dimension		
	Effective	Average	Ineffefctive
Mechanic _____/5			
Free of grammatical errors			
Command of cover letter conventions as discussed in class			
Consistent attention to directions & basic expectations of senior-level work			
Rhetorical Awareness _____/25			
Audience analysis (organizational data)			
Informative and persuasive goals (hire me)			
Support of claims to hire you			
Command of appropriate “voice” above mechanics			

Targeted Resume

Total Points: (50) _____ Grade: _____

	Evaluative Dimension		
	Effective	Average	Ineffective
Mechanics _____/5			
Free of grammatical errors			
Aesthetics _____/10			
Appropriate paper			
Effective use of font, font size			
Use of formatting feature, white space			
Move beyond basics to enhance credibility			
Rhetorical Awareness _____/35			
Use of power verbs to illustrate core skills			
Effective use of language to illustrate best qualities			
Strategic balance of being comprehensive yet concise			
Honesty in details			

SEE COMMENTS ON ASSIGNMENTS

PORTFOLIO PRESENTATION

Points: 50

Due: March 27th – April 8th

You will be able to register for the presentation during class time on January 31st

Objectives:

- ✓ Gain experience presenting yourself, your portfolio, and your experiences in a formal evaluative setting.
- ✓ Demonstrate public presentation skills gained through your experience in the department.
- ✓ Demonstrate ability to evaluate others.

Rationale/Scenario

When screening applicants human resource personnel place the cover letter and resume in several stacks based on a brief review of the documents. The stacks are

- ✓ Definitely – meet minimum requirements and cover letter and resume are professional/exceptional
- ✓ Maybe – meet most of the minimum requirements and cover letter and resume are good
- ✓ Not right for this position but will save for future position – cover letter and resume excellent but skills not acceptable for this position
- ✓ Trash can – does not meet minimum requirements, cover letter and resume are unprofessional

The next step for the HR department is the telephone interviews. Those in the definitely stack and maybe stack are contacted and interviewed. Once the telephone interviews are completed the applicants are once again sorted by the above categories.

At this point HR arranges face-to-face interviews for those candidates still in the definitely pile. You have made it this far, and have arrived at the organization for your face to face interview. In the elevator you begin to talk with the president/chair/dean (instructor) and you move into your elevator speech when prompted. From there you are invited into their office to answer a brief question.

COMPONENTS FOR PRESENTER:

1. Brief targeted position summary (6-7 copies)
2. Elevator speech
3. Your portfolio

Brief Targeted Position Summary

Create a typed half page bulleted list of key components about the targeted position for which you are striving. This list

must include at a minimum:

- ✓ Organization Name/Graduate School
- ✓ Position/Field of Study/Program
- ✓ Key skills/Background required

Bring a copy of the list for all members of the audience plus the instructor. The audience will use these to become familiar with your next step before you begin.

Elevator Speech/Commercial

As stated in the College Grad Hunter the elevator speech “is the basic introductory message when networking, your opening statement in telephone contacts with employers, and the foundation of your ‘Tell me about yourself’ answer in interviewing” (Krueger, p. 82). If you stepped on an elevator and had 25-30 seconds to tell someone about yourself, this is the prepared speech you would give. Your CBT on interviewing you completed referred to this as your 90 second commercial with a focus on your skills as they relate to the position.

Your goal for this assignment is to create a 45-90 second commercial persuading your audience you are a viable candidate for this position. This extemporaneous speech should be fully prepared and practiced, and should sound conversational. You will **not** have a brief set of notes to refer to at any time during this presentation. Also, I will not be satisfied with an impromptu presentation of your elevator speech.

Portfolio Presentation

In response to one of the following prompts, you will persuade the audience that you are a viable candidate for this position. This persuasive statement must include at least two (2) items from your portfolio which illustrate core skills you have gained that make you an excellent candidate.

- You may also discuss skills not visible in your portfolio.
- You may incorporate three or more items from your portfolio if you desire.
- One challenge is you must know your portfolio backwards and forwards as you will need to turn to the items in your portfolio during your presentation.

What you choose to discuss should be excellent examples of your *core skills* as related to the targeted position requirements. Your goal is to convince the audience that you have the required skills. This extemporaneous answer/speech should be full prepared and practiced, and should sound conversational. Remember this is a persuasive statement convincing them to hire you. Once again you will not have speaking notes.

Potential Prompts

1. Why should we hire/choose you over the other candidates?
2. Why do you think you are ideal for this position?
3. Tell me about times you have incorporated knowledge gained through course work in Communication Studies to your life/other classes/job.

Requirements for presenters:

- ✓ Maximum of 5 minutes for entire presentation
 - “Tell Me About Yourself” no more than 90 seconds.
- ✓ Presentation will be terminated at the 5 minutes
 - You must rehearse these extemporaneous presentations in order to deliver them fluently and confidently. Your presentations must be articulate, to the point, and mature in tone. I will not accept impromptu presentations.
- ✓ NO speaking notes of any sort. You are talking about yourself and should not need them.
- ✓ Speak to the audience as if they are responsible for hiring/choosing you.
 - Eye contact with audience not the instructor or the camera.
- ✓ Interview suit required.
- ✓ Your evaluation form for this assignment handed to instructor at beginning of class.
- ✓ Your portfolio with evaluation in the front of your portfolio.

Grading when you are a presenter:

The reality of the interview is that you will be put into distinct categories. They won't spend time deciding if you are a 32 or a 34 out of 40. They will continue to make decisions based on the four categories discussed above. The grading for this assignment reflects that reality.

- ✓ 40 points - Definitely – exceptional presentation of self and core skills, convinced the president/chair/dean you should be a top candidate
- ✓ 35 points - Maybe – average presentation of self and core skills, did not completely convince the president/chair/dean that you are the person for the position
- ✓ 30 points - Not right for this position but will save for future position – gave it a shot but lacked confidence/skills to persuade the president/chair/dean that you are the right person for the position but they are willing to hang on to your resume b/c you might fit elsewhere
- ✓ 25 points - Trash can – unprepared, impromptu presentation that makes the president/chair/dean wonder how you will graduate with a degree in communication studies and why you thought you were the right person for this position.
- ✓ 0 points – No Show – do not appear before the 9:30am start time.

COMPONENTS FOR AUDIENCE/EVALUATOR:

Five to eight members of the class will act as audience members and formal peer evaluators for each presentation. Each evaluator will take notes on all aspects of the presentation and will offer constructive criticism during the feedback session.

Feedback sessions

Following all presentations for a given period the peer evaluators will conduct a joint feedback session. These sessions are to be respectful, constructive meeting for the purpose of assisting each other in personal and professional growth.

- ✓ Effective evaluators are honest. They tell their peers what was effective (details about organizational skills clearly illustrated through the Access database for XYZ organization you created) and what was ineffective (more of an impromptu presentation than something prepared and practiced).

Grading when you are an evaluator

The evaluator grade is based on your ability to actively listen, ask questions and offer constructive feedback orally and in writing. If you do not actively participate in the feedback session you will not receive all 10 evaluator points.

- ✓ 9-10: consistently offered accurate useful feedback that integrated course content
- ✓ 7-8: consistently offered solid feedback though not as useful or connected with course content as above
- ✓ 5-6: mere opinion or focus on unchangeable aspects of applicant's personality or communication style, etc.
- ✓ 0-4: inattentive, harmful or inaccurate feedback

Portfolio Presentation Evaluation Form

Name: _____ Total Points (50) _____

Elevator Speech/Commercial

Well organized

Depth of thought
(core skills as relate to position)
(appropriate information)

Effective delivery
(confident/conversational)

Portfolio Presentation

Number included _____
(2 required)

Depth of thought/self-reflection
(links between skills demonstrated skills required)
(appropriate response to prompt)

Effective delivery

Definitely	Maybe	Not Right	Trash Can	No Show
40	35	30	25	0

Evaluator

9 - 10 points	7 - 8 points	5 - 6 points	0 -1 - 2- 3 - 4 points
Consistent, accurate/useful that integrated course content	Accurate/useful not connected to course content; did not consistently offer feedback	Mere opinion or focused on unchangeable aspects	Inattentive, harmful or inaccurate feedback

PORTFOLIO PROJECT

Points: 85
Due: submitted immediately after portfolio presentation

In this assignment you will design and build a portfolio that describes the depth and breadth of your study of communication, and proves you are qualified for your target opportunity.

Objectives

- ☞ To collect and organize items (documents, exhibits, etc.) that can support one's candidacy for opportunities in the immediate future
- ☞ To begin assembling a collection of materials that may be used in promoting your marketability as a candidate for opportunities that you may wish to pursue in the long-term.
- ☞ To demonstrate mastery of fundamental communication principles through the careful selection, organization and presentation of artifacts that best help you argue for your position.

Rationale

This portfolio is the gathering place for your artifacts that might be used in the future to illustrate your skills to interviewers. You will either carry your entire portfolio to an interview or choose several pertinent items from this portfolio to carry with you to the interview and to include at appropriate times. For example, you are interviewing for an entry-level position at a Public Relations Firm. During the interview you are asked if you have written a press release. You would be able to say, "Yes and here are two examples of my work (and provide more details about each)."

Throughout your next step, whether graduate school or a job/career, you should continue to add to this portfolio. This portfolio will transition from one targeted toward a specific position to one that is used to gather excellent examples of your work after graduation that will promote your marketability in the long-term.

This portfolio should be understood as a comprehensive demonstration of your mastery of the COM discipline. Your ability to assemble and present your portfolio as a rhetorically effective document goes a long way in demonstrating to your instructor that you have connected the dots among the various core courses and specialty courses within our COM curriculum and your next step. It is, in so many words, your "cumulative final" as an undergraduate COM major.

Sources of Materials

- ☞ Academic courses
- ☞ Full – or part-time employment
- ☞ Internship position(s)
- ☞ Extra-curricular activities
- ☞ Social activities
- ☞ Original items created for the portfolio

Selection of Materials

It is recommended that you first brainstorm all possible items for inclusion and generate as long a list of items as possible. Look for a variety of examples from academic assignments, internships, extra-curricular activities, etc. This may require looking back at your academic records to refresh your memory about assignments completed. *Look for your best work.*

- ☞ For all items, make sure that inclusion of the items in your portfolio is legally and ethically acceptable with the agency or organization for which they were created. Any proprietary or confidential items should be left out.

Required Components

There are four (4) components of your professional portfolio and they are as follows:

- ✦ Table of Contents
- ✦ Credentials
 - Targeted Resume
 - Professional Reference List
 - minimum of 3
 - may include only 1 faculty member (from any department)
 - does not include family members, or family friends
 - each reference will include
 - full name
 - title
 - organization name
 - mailing address
 - phone number
 - email
 - brief description of relationship
 - example: supervisor (if person still employed where they were your supervisor)
 - example: supervisor – Bob Jones Golf (person employed somewhere other than Bob Jones Golf, or you are using their home address)
 - Optional: CBT certificates, awards won, letters of reference or introduction
- ✦ Artifacts
 - 5 artifacts (max 7)
 - variety of artifacts (not all press releases or speeches or PowerPoint slides)
 - artifacts should be *excellent* examples of your abilities
 - *no* artifacts from COM 490
 - *no* COM 200 Probes (per Dr. Olsen these may have been, in your opinion, one of your most difficult assignments, but they were created at the beginning of your time in the department. Therefore they are not excellent examples of your abilities as a *communication studies scholar*.)
 - all items for one project must be included as one artifact
 - example: all items created for a Training and Development Seminar must be submitted as a project file and not 4 separate artifacts.
 - example: In your position as an Orientation Coordinator you organized and planned five (5) events, led three training sessions, wrote many letters, etc. All of these items would be included as a project file.
 - see me if you have project files for assistance with organization.
 - artifacts should be organized in a logical order
 - Research paper, Brochure you created, PowerPoint Presentation, Research paper would not be logical
- ✦ Orientation Pages for each Artifact – These are detailed description that allow the artifacts to ***stand on their own*** if left in the hands of your interviewers. The description must be a bulleted list that includes at a minimum the context, origin, the competencies or abilities illustrated by the artifact, and your role in its creation if a group project. Each orientation page should be located on a full sheet of paper directly in front of the artifact.
 - Be specific
 - instead of the generic label “research skills” list specific skills illustrated such as analytical, surveyed “X” number of individuals, evaluated and summarized
 - A speech outline does not represent your speaking/presentation skills
 - Additional important information for creating orientation pages is included later in the assignment.
 - There are example orientation pages in the course pack on my website. These all illustrate the required format and headers.

Notes:

- The storage system should be sensible and practical (3 ring binder best)
- You must include a cover sheet (name and title on the front of the storage system, not the first page but on the cover)
- The portfolio must have aesthetic appeal
- Tabs must be visible and labeled (typed not handwritten)
- Consider the use of plastic “sheet protectors” to hold key elements and as section dividers
- Floppy disks, CDs, DVDs and videos should be presented in a clean and professional manner (i.e., not stuck in the front pocket of your binder). Use appropriate holders for displaying these artifacts.
- Be creative but professional
- Proofread for typos – typos are unacceptable
- Submit evaluation form with portfolio

Portfolio Conference:

I will gladly meet with you to discuss your portfolio. I urge each of you to schedule an appointment with me to discuss potential items for your portfolio, organization of your portfolio, etc. Please contact me to schedule an appointment **before** March 18, 2008. After that it will be too late to schedule an appointment and I unfortunately have very little spare time due to grading portfolios and PCOM advising. Office hours may not be consumed with portfolio meetings.

Additional Information on Each Component

Component One - Table of Contents

Seems simple enough but there are great expectations that the table of contents be *completely accurate* and offer the reader a clear sense of the document just from glancing at entry titles. Consistent formatting, aesthetics and clear expression of logical thinking are important here.

An inappropriate TOC would contain a heading for the orientation page and then a heading for the artifact. Pay attention in class when we discuss creating your TOC and see examples available on my website.

Component Two - Credentials

Component Two materials you author must be printed on *high-quality resume paper*. The required materials in component two include (a) your targeted resume, (b) your reference list, and (c) if you so desire, awards won, CBT certificates, and letters of reference or introduction. Do not ask a faculty member for a letter for reference/introduction for your portfolio.

Component Three - Artifacts

At least one artifact must serve as a *writing sample* that proves you can plan, design and compose engaging, articulate expository prose (e.g., memoir, historical narrative, essay, position paper, research report, case study, etc.). Electronic or digital media, pictorial or photographic compositions, screenplays or stage plays, fiction or poetry manuscripts, speech outlines or manuscripts, training agenda or lesson plans, or printouts of PowerPoint slides, may *not* serve as writing samples. Your writing sample must stand alone—that is, to clarify its purpose or content, the writing sample must not rely on any other portfolio item.

Here are examples of artifacts past 490 students have produced:

- ✓ Written work you’ve composed for various courses (e.g., essays, term papers, research reports, team project reports, speeches, training manuals and handouts, etc.);
- ✓ Videotapes, audiotapes, CDs, or other electronic or digital artifacts containing your best original performances, presentations, video or audio work, new media;
- ✓ Your professional demo tape (also called a demo reel)—a series of videotape segments demonstrating your skills as a videographer, video editor, or on-air talent,

- ✓ Artifacts that you created during an internship, volunteer community service, or professional work; examples are client letters you've written, marketing materials you've designed, or internal communications you've written and distributed;
- ✓ PR writings (e.g., press kit, backgrounder) *you created* for a course, internship or job;
- ✓ Stories, poems, scripts, or screenplays that you have written;
- ✓ Printouts of PowerPoint presentations you have created;
- ✓ Group project materials—but *you must have contributed substantially* to the group.

Reminders, Restrictions and Precautions Concerning Artifacts:

- ✓ Any electronic or digital artifact (e.g., videotape, floppy disk, audiotape, DVD, etc.) must be accompanied in your portfolio by a *corresponding print document*—a rendition in print, or a transcription, of some or all of the stored content. Having a print correlative will enable you to exhibit the electronic or digital content even when no playback system is immediately available or accessible.
- ✓ Any tape, disk, or other electronic or digital artifact placed in your portfolio, must meet professional standards of excellence in display and packaging—e.g., no handwritten labels, no cracking or chipping in a DVD case or videotape housing, etc.
- ✓ All print artifacts, including print correlatives for electronically or digitally stored content, must meet course standards for manuscript design and formatting. Some of those standards (e.g., APA protocols) may not comfortably apply to some exhibits; but you still must meet fundamental expectations of professional presentation or formatting.

Component Four - Orientation Pages

When building a professional portfolio you are required to include an orientation page for each artifact. The *purpose of the orientation page* is to "orient" the reader to the item he or she is about to examine. The page lets you frame the item in *your* terms, to better the odds that that the reader will experience the portfolio in the manner *you* want him or her to. This is also where you should be absolutely clear about products that were created by a group and the nature and significance of your role in that process.

Tips, Reminders, Restrictions, Precautions Concerning Orientation Pages

Content of the orientation page

The orientation page **must** contain the following information:

- ✓ *brief* description of the item (essay, speech, demo reel, etc)
- ✓ *brief* explanation of the origin of the item (course project, internship assignment, etc.)
- ✓ *brief* statement of what the artifact demonstrates/proves about you –
 - the professional skills illustrated by the document
 - think back to the Core Skills workshop; what skills have you developed in our program that are targeted toward next step.
- ✓ If the artifact is a group project, also include a precise description of what *you* contributed to the creation or development of the item (my contribution header on the examples)
- ✓ It's optional, but encouraged, to end with a request/suggest/invite to the reader to pay special attention to some specific aspect, element, or portion, of the item, because of what it demonstrates about you and your skills.

The look/layout/format of the orientation page

Here are some simple, standard design tips your orientation pages should reflect:

- ✓ use headers and bullets consistently;
 - do not provide data in paragraph format
- ✓ use no more than three fonts (i.e., typefaces)
- ✓ use no more than three font sizes (i.e., size of letters)
- ✓ use the fewest number of design elements (i.e., written text, images, lines, etc.) necessary
- ✓ avoid gratuitous decoration and flourishes

- ✓ retain as much white space (i.e., empty space) as you can
- ✓ add color and print the pages out in color—spend a couple of bucks, for crying out loud, to take advantage of the impact color makes on the reader; but use no more than three colors (per Dr. Weber)

Print out a draft of your orientation page and ask yourself (or a friend or relative you show the page to) the following questions:

- ✓ Is it visually appealing?
- ✓ Can a reader navigate it quickly and easily?
- ✓ Can a reader understand the information on it quickly and easily?
- ✓ Does it come across as clean and uncluttered?

A "no" answer to any one of the questions means you must edit/revise/reformat the orientation page!

On March 25th there will be a portfolio workshop during class time. ALL students are required to have at a minimum two (2) typed, draft orientation pages and their respective artifacts, and your typed, draft table of contents. If you intend to use color, print your drafts in color. If you are not prepared you will be asked to leave class and you will not receive the workshop points.

Review the orientation page samples included in your course pack – handouts. They clearly illustrate the format and wording required on the orientation pages. Reference the notes below regarding each of the samples.

Orientation Page Samples

In the handout section of your course pack you will find sample orientation page.

Samples – 1 & 2

Dr. Weber composed these to orient the reader to a case file. He imagined the case file to be a set of artifacts pertaining to a training session in fulfillment of a COM 428 assignment.

Each of the samples contains almost the same language. The difference from one page to the next is the format. The first sample is a simple, bare-bones orientation page. Notice that every piece of information is bulleted—very easy to read and grasp. The sample page is written in only one font, and every line is in the same font size (14). The only decorative element would be the title of the portfolio item—it appears at the top of the page, set in boldface.

The second sample is almost the same, with just a bit more flair. The title is underlined and bold, and is in font size 20. The headings for each section of the page are bold and in size 14. The descriptions under each heading are, with one exception, not bulleted. They are still easy to read and, because they are brief, can be readily understood. The information is basic—no lengthy descriptions, "just the facts."

This was group project and that is why he included the "My Contributions" header.

Sample #1 and Sample #2 are effective and professional in that they provide the required information; however, they are visually boring.

Sample Orientation Page # 3

I created this orientation page using Microsoft Publisher. This page was meant to orient you to a grouping of three artifacts that work with one another to entice rheumatologists to attend our conference. As I worked on this project alone I did not need to include a statement regarding "my contributions". I added a simple border in color that coordinates with the artifacts and used all caps and Bookman Old Style to add some "flair" to orientation page.

While color and a border add to the visual enjoyment of the reader, you must be careful not to distract the reader from your artifacts. To create an aesthetically pleasing portfolio would require me to use this color and this border on all my orientation pages. I would have to ask myself:

- ✓ is this “too much” for my portfolio?
- ✓ is this appropriate for the audience?
- ✓ what other options might I consider?

Sample Orientation Page #4

Is an example of an effective orientation page, created by Dr. Weber using Microsoft PowerPoint.

Sample Orientation Page #5

Is an example of an *ineffective* orientation page, created by me, to illustrate the overuse of color, fonts, clip art, etc.

Grading

Grades for this assignment will be guided by the grading rubric created for the assignment. Please sign and include the grading rubric (evaluation form) in the front of the portfolio as an acknowledgement that you understand the criteria by which the assignment will be evaluated.

Summary of Grading Rubric

Evaluative Dimension	Description
Table of Contents (5 points max)	Accurate, free of typos, concise but complete descriptions, aesthetically pleasing and encourages reader to engage the rest of the document
Credentials (10 points max)	Follows assignment description and provides effective introduction to you as a person
Variety and Quality of Artifacts (30 points max)	Artifacts reveal your core skills and professional skills specific to your targeted position; artifacts are free of spelling and grammatical errors; and required number of artifacts included
Quality of Orientation Pages (25 points max)	Accurate and effective description of artifact that is aesthetically pleasing and consistent with other aesthetic choices in portfolio; contain required information; and are free of spelling and grammatical errors.
Overall Rhetorical and Aesthetic Appeal of Portfolio (15 points max)	Does the portfolio provide a rhetorically effective presentation of self? Do various elements of portfolio come across as a coherent professional whole

PROFESSIONAL PORTFOLIO

Name: (printed) _____

Signature: _____

Total Points: (85) _____

Grade: _____

	Evaluative Dimension		
	Effective	Average	Ineffective
Table of Contents _____/5			
Aesthetically pleasing, encourages reader to continue			
Accurate, free of typographical errors			
Credentials _____/10			
Targeted Resume (new and improved) on appropriate paper			
Reference List (with required information) on appropriate paper			
CBT Certificates (optional)			
Letter of recommendation/introduction (optional)			
Variety and Quality of Artifacts _____/30			
Variety of artifacts			
One effective writing sample			
Artifact # 1 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 2 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 3 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 4 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 5 appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Artifact # 6 & 7 (optional) appropriate artifact for senior communication studies major's portfolio aesthetically pleasing (clean, not wrinkled, etc) free of typographical errors (spelling and grammar)			
Quality of Orientation Pages _____/25			
Artifact # 1 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			

Artifact # 2 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 3 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 4 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 5 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 6 & 7 (optional) accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Overall Rhetorical & Aesthetically Appeal _____/15			
Does portfolio provide a rhetorically effective presentation of self			
Do various elements of portfolio create a professional whole Including but not limited to: ** storage system ** dividers/tabs			
Adherence to assignment description			

See Comments in Portfolio

General Extra Credit- Option # 1

The COM department, as a whole, makes minimal use of extra credit. We would prefer that students direct their full attention and efforts to the required assignments in their courses. We also hope that students would choose to seek out activities and events that are good for them because of the benefits such opportunities afford independent of any extra credit. However, there are times when special events or other circumstances warrant extra credit. The guidelines below offer three such opportunities.

Guidelines

- ✓ You may complete one (1) additional CBT training course from your Custom Skills CBT Data Sheet **OR** you may read a minimum of two chapters of a book available via SkillPort Books 24/7 program and write a 1-2 page essay following the rules below.
- ✓ You may earn a **total of twenty (20) general extra credit points.**
 - In other words you may complete each option above for a total of 20 points, or you may choose one of the above options for 10 points and complete the extra credit options that follow.
 - You may not complete two additional CBT from your Custom Skills assessment.
- ✓ All certificates or essays are due no later than noon on May 5th. They must be in an envelope clearly labeled General Extra Credit COM 490-001.
- ✓ Courses taken or pages read must be for this class only. In other words if you have completed a CBT or read chapters for another course you may not submit them for this assignment. If you do so, then you will fail the course on grounds of academic dishonesty.

Requirements - Additional CBT training

- ✓ Complete the additional CBT training course,
 - note the underlined additional you may not complete CBT training unless you submitted the four required during the semester, and submitted them on-time
 - in other words, if you miss a CBT submittal date, and at the end of the semester submit a certificate and report for extra credit you will not receive extra credit points. The course would not be an additional course it would actually be the required course submitted late and they are not accepted late.
- ✓ Earn 80% or better on the test,
- ✓ Print the certificate, and detailed report.
- ✓ Submit following instructions above.

Requirements - Books 24/7 Essay

- ✓ Access to Books 24/7 is through SkillPort (same program you use for your CBT assignment).
- ✓ Click on Books 24/7 at the bottom of the list under Short Cuts (left margin)
- ✓ Click on Click Here for Access to Books 24/7
- ✓ You have many options for searching for books.
 - One is to Browse by Topic (right margin), for example:
 - View Business Topics
 - Choose corporate case studies
 - Interview
 - Find for example: [The Next Revolution: What Gen X Women Want at Work and How their Boomer Bosses can Help them Get it](#)
 - Click on the book or the title

- Book opens, choose a chapter
 - Read (use the tools to add bookmarks, save your place etc.)
- ✓ Once you find two chapters you wish to read use the share button at the top of the page to send each chapter to me.
- ✓ Write an effective essay which includes at a minimum
 - Summary of the two chapters you read
 - Application of one theory from your communication studies coursework
 - definition of concept in your own words
 - instructor and class in which you learned the concept
 - Remember essays have an introduction, mutually exclusive main points, and a conclusion.
 - Remember senior level essays are free of spelling and grammatical errors, and use professional not pedestrian language. Senior level writing is also articulate, and to the point.
 - Your essay will be
 - 1-2 pages long and
 - typed, double spaced
- ✓ This will be graded on a Pass/Fail basis
 - A passing grade would be a “B” on the paper.
 - If there are typos, the paper is populated by pedestrian language, it appears little to no depth of thought, or you leave a required component then you would earn a “C”; therefore no extra credit points will be earned.

**General
Extra Credit-
Option #2, & #3**

**Communication Studies Day
March 28, 2008**

Space is limited so arrive early.

You will need to submit a 1 page essay of what you learned with regards to your future. This essay must include at a *minimum*:

- ✓ all panelists' names
- ✓ three (3) things learned through their comments and the question/answer period
- ✓ how their comments opened your eyes to a new career field, or made you think twice about your plans
- ✓ relate at least one theory/concept from your major to your essay, you must include at a minimum:
 - include theory/concept name
 - definition
 - application
 - please note: Interpersonal Communication is a discipline specialty area and not a theory you can apply
- ✓ attach the handout distributed at the event to the back of your essay.

Watch your campus email for additional information on panelists, times and locations of panel discussions, and other events occurring on Communication Studies Day

Essay due no later than noon on April 4th. It must be in an envelope clearly labeled General Extra Credit COM 490-001.

10 point extra credit

**Communication Studies Society - Fashion Show
March 28, 2008**

Attend the entire Communication Studies Society Fashion Show. Submit a one page essay which provides the following information:

- ✓ Three pearl of information learned
- ✓ How you can apply this information in your next step, or in your search for your next step
- ✓ Relate at least one theory/concept from your major to your essay, you must include at a minimum:
 - include theory/concept name
 - definition
 - application
 - please note: Interpersonal Communication is a discipline specialty area and not a theory you can apply

Proof of attendance to paper will be the door prize slip that you completed.

Essay due no later than noon on April 4th. It must be in an envelope clearly labeled General Extra Credit COM 490-001.

5 point extra credit

Grading of General Extra Credit - Options #2, & #3

These will be graded on a Pass/Fail basis

- ✓ A passing grade would be a “B” on the paper.
 - If there are typos, the paper is populated by pedestrian language, or it appears little to no depth of thought then you would earn a “C” and therefore no extra credit points earned.

Remember
Max Extra Credit Possible
20 points

You choose the combination from General Extra Credit – Options 1-3

Artifact # 2 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 3 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 4 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 5 accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Artifact # 6 & 7 (optional) accurate and effective description of artifact contains required information free of spelling and grammatical errors aesthetically pleasing			
Overall Rhetorical & Aesthetically Appeal _____/15			
Does portfolio provide a rhetorically effective presentation of self			
Do various elements of portfolio create a professional whole Including but not limited to: ** storage system ** dividers/tabs			
Adherence to assignment description			

See Comments in Portfolio