



# COM 490

Handouts

## SENIOR LEVEL PAPERS/ESSAYS

### *All essays/papers are to:*

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

### *Senior Level Papers:*

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

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

## SENIOR LEVEL PRESENTATIONS

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

### *Senior Level Presenters:*

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

### *Senior Level Presentations:*

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

Orientation  
Page  
Samples

(see explanations in  
assignment)

## **PORTFOLIO ITEM #4: CASE FILE**

### Portfolio Item Description—

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

### History of the Project—

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

### My Contribution to the Project—

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

### Professional Skills Illustrated by This Project—

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

*Please note . . .*

Letter of appreciation from client

## **Portfolio Item #4: Case File**

### **Portfolio Item Description—**

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

### **History of the Project—**

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

### **My Contribution to the Project—**

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

### **Professional Skills Illustrated by This Project—**

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

### ***Please note . . .***

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

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

DESCRIPTION

- ✓ Teaser Postcard
- ✓ Brochure
- ✓ Reminder Postcard

HISTORY OF PROJECT

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

PROFESSIONAL SKILLS ILLUSTRATED

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

PLEASE NOTE

- ✓ Met goal to double 2002 attendance

# Speechwriting file

## Descriptions of file items

Four speeches I wrote for various occasions:

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

## Origins of the speeches

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

## Professional Skills Demonstrated

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

*Please note . . .*

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

# Artifact # 4

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

### Description:

- Teaser Postcard
- Brochure
- Reminder Postcard

### History of Project

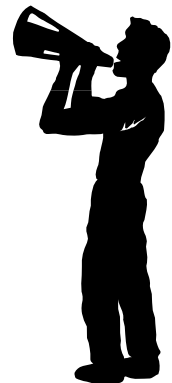
- job was to create brochures and postcards okay for accrediting agency
- sent 250+ rheumatologists in NC, SC & VA

### Professional Skills Illustrated

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



I met my goal to  
dbl 2002  
people



## How To Outline Handout



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

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

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

open Word

Click on Help in the toolbar

Click on About Microsoft Word

this will tell you what version you are using.

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

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

## Customized Outline Format Chart

for  
Word 97, 98, 2000

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

for  
Word 2002

next to number position it should always read left.

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

for  
Word 2003

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

## Basic Informative Speech Format

Title

Your Name

### Introduction

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

### Body

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

### Conclusion

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

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

## Some Thoughts—and Warnings!—About Plagiarism

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Or perhaps as follows:

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

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

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

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

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

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

Date: 8/08/08

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

**– Mahatma Gandhi**

Dear Thom,

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

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

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

**Create your Elevator Speech by answering these questions:**

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

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

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

*From Career Shift: job hunting and career management solutions*  
Forwarded to my by Karen Thompson on 8/13/08

As you can see there are a variety of opinions about elevator speeches. This article provides you with additional information. The 90 seconds allowed in your assignment and mentioned in your computer based training is the long version of this 60 second elevator speech.

# USING COMPUTER BASED TRAINING

*(CBT for Students)*

*Department of Technology Enhanced Learning  
Information Technology Systems*

## TOPICS COVERED

For assistance contact the  
Technology Assistance Center:  
962-4357  
E-mail: [tac@uncw.edu](mailto:tac@uncw.edu)

Updated 8/08

Computer Based Training at UNCW, 2

Accessing Computer Based Training, 2

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Need More Help?, 8

## Computer Based Training at UNCW

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

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

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

## Accessing UNCW Computer Based Training

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

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

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

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

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

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

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

**You searched for: PowerPoint 2007 in All Categories.**

Search these results for:

**Courses** [View more Courses](#)

- [Adding Graphics to Presentations in PowerPoint 2007](#) 

Microsoft PowerPoint 2007 is a useful authoring application tool for creating dynamic slide show presentations. This course demonstrates how to create visually appealing presentations using PowerPoint's design templates and implementing new Microsoft Office 2007 themes. ...
- [Getting Started with PowerPoint 2007](#) 

Microsoft PowerPoint 2007 is a powerful authoring application that enables you to create high-impact, professional-looking presentations quickly and easily. ...
- [Distributing Presentations in PowerPoint 2007](#) 

Microsoft Office PowerPoint 2007 provides numerous ways to produce and distribute dynamic, custom presentations. In this course you will be introduced to the process of securing your presentations for distribution by setting up passwords. ...
- [Creating Custom Slide Shows in PowerPoint 2007](#) 

With PowerPoint 2007, creating customized slide shows has never been easier. This course shows you how to create custom slide shows that meet your differing audiences' needs. ...
- [Adding Multimedia and Animations to Presentations](#) 

Microsoft's PowerPoint 2007 is one of the world's most widely used applications for creating presentations. Powerful, high-impact slide shows come to life with the addition of multimedia to your presentations. ...

**Books** [View more Books](#)

- [PowerPoint 2007 Bible](#) 

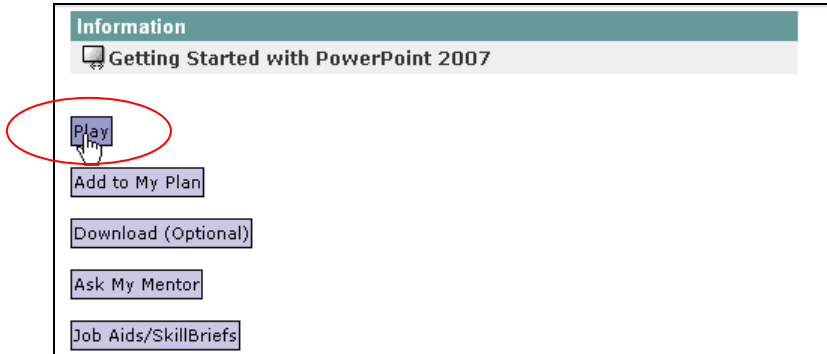
Showing you how to build a compelling presentation with PowerPoint, this book will bring you up to the level of the most experienced and talented PowerPoint users in your office.
- [Microsoft Office PowerPoint 2007 Plain & Simple](#) 

Delivering fast, precise information, this no-nonsense guide offers numbered steps in a concise, straightforward language that helps you learn the easy way to navigate Office PowerPoint 2007.
- [PowerPoint 2007 For Dummies](#) 

Written for new and inexperienced PowerPoint users, this book will help you discover how to use the latest enhancements to PowerPoint 2007 quickly and efficiently so you can produce unique and informative presentations.

## Starting a Course

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



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

The screenshot shows the SkillSoft Course Player interface for 'Getting Started with PowerPoint 2007'. The browser address bar shows 'http://library.skillport.com - SkillSoft Course Player - Microsoft Internet Explorer'. The page includes a 'Goal' section, a 'Current Course Score' section, and a table of course topics. The 'Begin Course' button is circled in red.

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

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

Click Exit to bookmark your place in the course

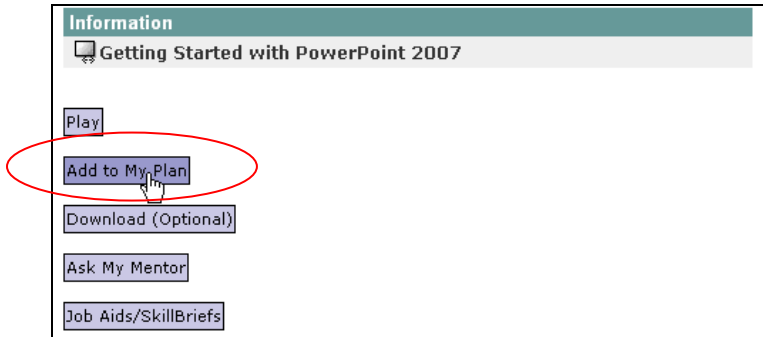


## Exiting and Resuming a Course

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

## Adding a Course to your Plan

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



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

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

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


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





| My Plan |  |              |
|---------|--|--------------|
|         | Learning Event                                       | Due Assigned |
| GO >    | <a href="#">Getting Started with PowerPoint 2007</a> | n/a          |

## Certificate of Completion

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

| Shortcuts                               |
|---|
| <a href="#">My Plan</a>                 |
| <a href="#">My Favorites</a>            |
| <a href="#">My Report</a>               |
| <a href="#">Admin Tasks</a>             |
| <a href="#">User Guide</a>              |
| <a href="#">Download Instructions</a>   |
| <a href="#">Skillport Guided Tour</a>   |
| <a href="#">Technical Support</a>       |
| <a href="#">FAQs</a>                    |
| <a href="#">Business Skills Catalog</a> |
| <a href="#">Desktop Skills Catalog</a>  |
| <a href="#">IT Skills Catalog</a>       |
| <a href="#">Books24x7</a>               |

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

| Learner Records Progress Report              |                           |            |            |               | <a href="#">Print-friendly version</a>  |
|--|---------------------------|------------|------------|---------------|---|
|  |                           |            |            |               | Login Name: abc4321   |
|  |                           |            |            |               | Learner Name: Seahawk, Sammy  |
| COMPLETED                                    |                           |            |            |               |   |
| <a href="#">Course Title</a>                 | <a href="#">Course ID</a> | Started    | Completed  | Current Score | Controls  |
| <a href="#">UNCW Technology Services and</a> | ZUNI0101                  | 02/25/2008 | 07/02/2008 | 88            | <a href="#">GO&gt;</a>                  |
|  |                           |            |            |               |  View Detailed Report  View Certificate |


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

### Learner Records Progress Report

**Login Name:** abc4321  
**Learner Name:** Seahawk, Sammy

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**ZUNID101: UNCW Technology Services and Security Awareness**

[GO>](#) 

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

Print the report and submit to your professor.

## Need More Help?

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

**Shortcuts**

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

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

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

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

August 2008

**ADVERTISING**

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

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**DIGITAL MEDIA and VIDEO  
PRODUCTION**

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

**INTERRACIAL/INTERCULTURAL  
COMMUNICATION**

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

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**INTERPERSONAL COMMUNICATION**

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

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**MEDIA STUDIES**

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

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

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## **ORGANIZATIONAL and GROUP COMMUNICATION**

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

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## **PERFORMANCE STUDIES**

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

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## **PUBLIC RELATIONS**

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

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## **PUBLIC SPEAKING**

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

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

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## **RHETORIC and COMMUNICATION THEORY**

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

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

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

## CORE SKILLS

*Thanks to Dr. David Weber for sharing this document.*

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

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

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

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

### ***Here is our “take” on the core skills:***

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

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

| <b>Core Skill</b>      | <b>Definition</b>   |
|------------------------|---|
| 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?”**

| <b>Core Skill</b>      | <b>How to acquire or refine this skill as a COM student—<br/><i>brief list, very few examples</i></b>  |
|------------------------|--|
| 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. |