

COURSE SYLLABUS

Course Code	96644033	Course Title	Writing and Speaking in the Professions				
Total Credits	3 (3-0)	Semester / Year of Study		Section		Date-Time	
Course Description (English)	Improve writing and speaking skills related to areas of professional activities such as writing business letters, faxes, memos, informal letters, emails, technical manuals, or routine reports, participating in a meeting, giving a presentation, and using English in professional settings.						
Course Coordinator	Dr. Chinebeth Borja						
Course Instructors	Dr. Chinebeth Borja						
Teaching Assistant (if any)							
Counselling Schedule						Teaching Language	<input type="checkbox"/> Thai <input checked="" type="checkbox"/> English <input type="checkbox"/> Others, please specify.....
Website or Online Teaching Method (if any)							

Learning Outcomes

Course Learning Outcome

By the end of the course, students will be able to

- understand the ethical, international, social, and professional constraints of audience, style, and content for writing situations.
- demonstrate critical thinking and listening skills by writing memos, letters, and technical manuals.
- demonstrate effective strategies as speakers/presenters by reflecting on their listening and writing processes.
- understand how to critically analyze data from research and be able to incorporate such data and analysis into assigned writing clearly, concisely, and logically, including attributing sources with proper citations.
- use prewriting techniques – including clustering, reading, discussing, researching, and interviewing – to discover, explore, and organize ideas, emotions, information, and theories.
- use linguistic structures to write and understand well-structured letters encountered in professional or social contexts.
- conduct a well-organized meeting and comprehend well-written communication letters.
- practice qualities of professional rhetoric and writing style, such as sentence conciseness, clarity, accuracy, honesty, organization, readability, coherence, and transitions.

General Education Learning Outcome: GE-LO

GE-LO

Value

- ☒ GE-LO-1 Analytical and Critical Thinking
- ☐ GE-LO-2 Complex Problem Solving
- ☐ GE-LO-3 Creativity
- ☐ GE-LO-4 Interpersonal Skills
- ☒ GE-LO-5 Integrity and Perseverance
- ☒ GE-LO-6 Active Learning and Learning Strategies
- ☐ GE-LO-7 Resilience, Stress Tolerance and Flexibility
- ☒ GE-LO-8 Leadership and Social Influence
- ☒ GE-LO-9 Communication
- ☐ GE-LO-10 Entrepreneurship and Startup
- ☐ GE-LO-11 Digital Quotient Literacy and Digital Media Production

2

3

3

3

4

15

Total Value

Teaching Plan and Evaluation Plan

Week	Topic/Sub-topic	Activities	Notes
1	Getting to know each other/Course Introduction/Pre-test	Class discussions and Topic brainstorming	
2	Unit 1: Business Letters	Class discussions/Writing Process/audience analysis	
3	Unit 2: Faxes/Memos/Emails	Class discussions/Writing task /activities	
4	Unit 3: Informal Letters	Class discussions/Writing task /activities	
5	Unit 4: Technical Manual Part-1 (Group Writing)	Class discussions/Writing task /activities	
6	Unit 4: Technical Manual Part-2 (Group Writing)	Class discussions/Writing task /activities	
7	Group Presentation (Midterm Exam)	Group Presentation	
8	Group Presentation Continuation (Midterm Exam)	Group Presentation	
9	Midterm Examination Week Schedule	Group Presentation Continuation (if any)	
10	Routine Reports Lecture	Class discussions/Writing task /activities	
11	Conducting a meeting Lecture	Class discussions/Writing task /activities	
12	Conducting a meeting Practicum	Class discussions/Writing task /activities	
13	Giving Presentation Lecture (Introduction/body/Conclusion)	Class discussions/Writing task /activities	
14	Giving Presentation Lecture	Class discussions/Writing task /activities	
15	Unit Review	Feedback	
16	Individual Presentation (Final Exam)	Individual Presentation	
17	Individual Presentation Continuation (Final Exam)	Individual Presentation	
18	Final Examination Week Schedule	Individual Presentation Continuation (if any)	

Note: This is a preliminary schedule and may change due to class needs.

Assessment Plan

Assessment Activities	Value	Score	Week of Evaluation	หมายเหตุ Notes
1. Attendance	1	4	semester	Punctuality (later than 9:30 and 13:30 is considered late) 1 hr. late=absence More than 3 absences=Failed Note: Any emergency (sick) doctor's medical certificate
2. Class Writing Compilation	7	28	semester	Submitted in class or assigned by the teacher. No submission/blank paper/Plagiarism=0 score *Late points will be deducted accordingly
3. Midterm: Oral Group Presentations	3	12	Week 7 & 8 *Week 9: continuation if any	*Presentation group work (4 members) 30-35 mins *No group participation=0 score *Deduct points on all late presentations, with medical certificate, teacher can decide
4. Final Examinations: Oral Individual Presentations	4	16	Week 16 & 17 *Week 18: continuation if any	*In-class Presentation 5-8 mins individual presentation * No presentation=0 score * Deduct points on all late presentations, with medical certificate, teacher can decide
Total	15	60		

Evaluation criteria

<input checked="" type="checkbox"/> Group-based								
<input type="checkbox"/> Standard-based								
Grade	A	B+	B	C+	C	D+	D	F
Score	57-60	49-56.9	41-48.9	34-40.9	27-33.9	21-26.9	15-20.9	0-14.9
<input type="checkbox"/> Satisfactory/Unsatisfactory (S/U)								
Grade	S				U			
Score	30-60				0-29.9			

Main Textbook and Course Materials	Gross, A. et al Technical Writing Lougheed, L. Business Correspondence, 2 nd ed Ashley, A. Commercial Correspondence Wyrick, J. Steps to Writing Well, 11 th ed		
Important Documents and Information	All texts are available online and at University Library Requirements Supplemental Materials will be provided in class, via Line group or Google classrooms		
Suggested Learning Resources for students	Online readings		
Modified by	Dr. Chinebeth Borja	Date	

Scoring criteria according to Assessment Plan

Skills	Learning Outcomes	Value	Levels			
			4 Excellent	3 Good	2 Fair	1 Poor
1. Attendance Elements: 8.3: leading change 8.4: Being a role model	GE-LO 8	1	More than 10 times punctuality	8-9 times punctuality	6-7 times punctuality	Less than 6 times punctuality

2. Class Writing A: Memorandum Writing (Smoking Policy) Elements: 5.1: Honesty 5.2: Perseverance	GE-LO 5	1	Note: Applicable to all writings Plagiarism is not acceptable; however, students need to reference all work that is not their own including pictures from the internet. Failure to do this will lead to 0. Direct quotations aren't allowed. AI Plagiarism: 10% is acceptable, more than 10% is equivalent to Zero.			
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	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Did not do (0)
Audience and Purpose	Consistently uses businesslike language to address the intended audience; purpose-fully introduces and communicates the memo's purpose.	Uses businesslike language to address the intended audience; introduces and communicates the memo's purpose	Uses businesslike language but does not clearly address the intended audience; introduces and attempts to communicate the memo's purpose	Uses informal language that does not address the intended audience appropriately; fails to communicate the letter's purpose	Did Not Do

Organization	Follows a conventional format for the specified type of memo; clearly and logically presents information. Each idea is clearly connected to the next.	Follows a conventional format for the specified type of memo; logically presents information	Follows a mostly conventional format for the specified type of memo; logically presents most information	Uses a format that does not fit the specified type of business writing; inconsistently or randomly presents information	Did Not Do
Elaboration	Provides and appropriate amount of detail. The memo is concise but includes all necessary information for all parts and the criteria.	Provides and appropriate amount of detail; includes some reasons or examples to back up requests. Includes some information about the criteria and the key points	Provides too few details, includes inadequate reasons or examples to back up statements or requests, and few key points and information about the criteria is sparse.	Provides too few details; fails to include reasons or examples to back up statements or requests, only includes one key point and little to no information about the criteria.	Did Not Do
Use of Language	Shows overall clarity and fluency; concisely presents information; few, if any, mechanical errors.	Shows some clarity and fluency; presents information briefly; few mechanical errors	Shows little clarity or fluency; presents information briefly to the point of vagueness; some mechanical errors	Shows no clarity or fluency; demonstrates poor use of language; many mechanical errors	Did Not Do
Requirements/Criteria	Follow all the requirements, 100%	Follow at least 80% of the requirements	Follow at least 60% of the requirements	Follow less than 40% of the requirements	Did Not Do

Reference

<https://www.rcampus.com/rubricshowc.cfm?code=XX4CB62&sp=yes>

Skills	Learning Outcomes	Value
2. Class Writing B: Email Writing Elements: 5.1 Honesty 5.2: Perseverance	GE-LO 5	1

Organizing a Meeting through e-mail (Meeting Planning Rubric)

Category	Poor 1 pt	Fair 2 pts	Good 3 pts	Excellent 4 pts
Meeting Planning Includes: Purpose, meeting type, location and notification or solicitation	Some elements were missing or contained some errors.	Majority of the Required elements were present but contained egregious errors.	All required elements were present but contained errors.	Required elements were present, no errors
Meeting Details	Some elements were missing or contained some errors.	Majority of the Required elements were present but contained egregious errors.	All required elements were present but contained errors.	Required elements were present, no errors
Vocabulary	Uses basic lexical resources related to the topic, some lexical may be inaccurate or unrelated to the topic.	Uses a moderate range of lexical resources related to the topic, generally acceptable words and expressions.	Uses a good range of lexical resources related to the topic, appropriate words and expressions.	Uses a wide range of lexical resources that expands the topic, appropriate words and expressions.
Requirements/Criteria	Follow all the requirements, 100%.	Follow at least 80% of the requirements.	Follow at least 60% of the requirements.	Does not fulfill the requirements of the assignments.

Reference:

<https://www.rcampus.com/rubricshowc.cfm?code=LC7XX7&sp=yes&>

<https://www.studocu.com/my/document/universiti-utara-malaysia/english-for-professional-communication/updated-executive-meeting-rubrics/47046182>

Skills			Learning Outcomes	Value
2. Class Writing C: Informal Letters Writing Elements: 5.1: Honesty 5.2: Perseverance			GE-LO 5	1
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Letter Parts	*There is a separate section of the letter for all 5 elements (date; salutation; body paragraph(s); closing; signature). • All elements of the informal letter are formatted correctly, though minor errors may be present (e.g., a colon instead of a comma is used after the salutation.) *Errors do not interfere with the overall appearance of the informal letter.	*There is a separate section of the letter for most of the 5 elements (date; salutation; body paragraph(s); closing; signature). • Most elements of the informal letter are formatted correctly, although minor errors may be present (e.g., a comma instead of a colon is used after the salutation.) *Errors may interfere slightly with the overall appearance of the informal letter.	*There is a separate section of the letter for some of the 5 elements (date; salutation; body paragraph(s); closing; signature). • Some elements of the informal letter are formatted correctly, though errors are present that interfere with the overall appearance of the informal letter.	*There are no separate sections of the letter for the 5 elements (date; salutation; body paragraph(s); closing; signature). • There is little to no correct formatting of the informal letter. Errors interfere with the overall appearance of the informal letter.
Ideas/Content	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Conventions	Excellent punctuation, spelling, and grammar with no errors.	Very good punctuation, spelling, and grammar with less than two errors.	Punctuation, spelling, and grammar slightly distract the reader. There are four errors or less.	Punctuation, spelling, and grammar significantly distract the reader. There are more than four errors.
Requirements/Criteria	Follow all the requirements, 100%.	Follow at least 80% of the requirements.	Follow at least 60% of the requirements.	Does not fulfill the requirements of the assignments.

References:

<https://njctl.org/materials/resources/informal-letter-rubric/attachments/>

<https://www.rcampus.com/rubricshowc.cfm?sp=true&code=AX34BXB>

https://www.murietta.k12.ca.us/cms/lib5/ca01000508/centricity/domain/906/friendly_letter_rubric.pdf

Skills	Learning Outcomes	Value
2. Class Writing D: Routine Reports Writing Elements: 1.1: Identifying Relationships 1.4: Assessing Situations	GE-LO 1	1

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Report Organization and formatting	All required sections are included, and each is effectively organized. Formatting is professional and consistent.	All required sections are included but one needs to be organized better. Formatting is acceptable.	All required sections are included but one or two are poorly organized. Formatting is inconsistent.	Sections are poorly organized, and some are missing. Formatting is messy.
Content	The report demonstrates superior application of business communication concepts and principles outlined in the readings and exercises.	The report demonstrates above average application of business communication concepts and principles outlined in the readings and exercises.	The report demonstrates satisfactory application of business communication concepts and principles outlined in the readings and exercises.	The report has an inconsistent application of business communication concepts and principles outlined in the readings and exercises.
Mechanics	The writing does not contain errors in content, grammar, spelling, punctuation, format and/or the visualization of the data	The writing has a few minor errors in content, grammar, spelling, punctuation, format and/or the visualization of the data	The writing has a moderate number of errors in content, grammar, spelling, punctuation, format and/or the visualization of the data	Has a serious error in content, grammar, spelling, punctuation, format, and/or the visualization of the data that distorts the meaning.
Requirements/Criteria	Follow all the requirements, 100%.	Follow at least 80% of the requirements.	Follow less than 50% of the requirements.	Does not fulfill the requirements of the assignments.

References

chrome-extension://efaidnbmninnbpcjpcglclefindmkaj/https://www.erutledge.com/cbe-courses-media/mba/mba--Rubric-Business-Report-Assessment.pdf; https://www.slideshare.net/chamberlinksp/routine-report-assignment

Skills	Learning Outcomes	Value
2. Class Writing E: Technical Manual Writing Elements: 1.1: Identifying Importances 1.4: Assessing Situations	GE-LO 1	1

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Audience	Instructions make it clear who should and should not use these instructions and how the instructions will meet audience's needs.	Instructions include some acknowledgement of who the audience is and their needs for using these instructions.	Audience is not clear, and instructions seem very general and vague	No attention to directing instructions to a specific audience.
Purpose	Instructions is very clear and audience knows what they will be able to do after reading the document. Includes an introduction and table of contents.	Purpose is somewhat clear, but not outlined well for the audience. May include a weak introduction and incomplete table of contents.	Purpose is not clear at all. Document just starts with instructions and no purpose clarification.	No attention to purpose of document.
Use of Images	Well-labeled pictures accompany the instructions. The images make the instructions clear and easy to follow	Well-labeled pictures accompany the instructions.	Some pictures are included with the instructions, but they are not clear, well labeled, or connected to the text.	No pictures are included in the instructions. The document includes text only.
Visual Design	Instructions are very well organized into major sections with clear labels and a table of contents.	Instructions are well-organized into major sections that are labeled.	Instructions are organized into sections.	Instructions are poorly organized or have no clear organization at all.
Completeness	Instructions include all necessary information and pictures, including any contact information for help and troubleshooting Follow all the requirements, 100%	Instructions include information needed to complete the task. Follow at least 80% of the requirements.	Instructions may be missing some steps, or the steps are not clear. Follow at least 50% of the requirements.	Instructions are incomplete and offer no help for the user. Does not fulfill the requirements of the assignments

References: https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1101/SampleRubric.pdf & <https://www.merlot.org/merlot/viewMaterial.htm?id=770854925>

Skills	Learning Outcomes	Value
2. Class Writing		
F: Meeting Feedback Reflection Writing (Teacher's Materials)	Elements: 6.4: Constructionism	GE-LO 6 1
G: Presentation Evaluation Writing (Student Group Video)	Elements: 9.3: Verbal and Nonverbal Communications	GE-LO 9 1

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Describing the Learning Experience	<p>Clear and engaging description of the context of the learning experience.</p> <p>Offers concrete examples to clarify and enhance</p> <p>Understanding of knowledge claims.</p>	<p>Clear description of the context of the learning experience.</p> <p>Offers concrete examples to clarify and enhance understanding of knowledge claims, but some examples are underdeveloped or unclear.</p>	<p>Limited description of the context of the learning experience.</p> <p>Does not provide concrete examples to clarify and enhance understanding of knowledge claims.</p>	<p>Not yet to desired standard of knowledge.</p>
Analyzing the Learning Experience	<p>Offers analysis and interpretation of the learning experience from multiple perspectives.</p> <p>Clearly describes and explains changes in knowledge, skills, attitude, or behaviours.</p> <p>Connects the learning experience and/or knowledge claims to concrete examples from course content or literature.</p>	<p>Offers analysis and interpretation of the learning experience from a few perspectives.</p> <p>Describes and explains changes in knowledge, skills, attitudes, or behaviours, but some explanations are underdeveloped or unclear.</p>	<p>Does not offer analysis and interpretation of the learning experience from diverse perspectives.</p> <p>Does not describe and explain changes in knowledge, skills, attitudes, or behaviours.</p>	<p>Not yet to desired standard of knowledge.</p>

		Sometimes connects the learning experience and/or knowledge claims to concrete examples from course content or literature.	Does not connect the learning experience and/or knowledge claims to concrete examples from course content or literature.	
Applying the Learning Experience	Clearly discusses how the learning experience has confirmed, differed, and/or enhanced theoretical or practical understandings of a topic. Articulates practical insights and offers recommendations for next steps. There is a clear action plan. Clearly communicates the value of the learning experience.	Discusses how the learning experience has confirmed, differed, and/or enhanced theoretical or practical understanding of topic, but the discussion is abstract or superficial. Articulates some practical insights and offers recommendations for next steps, but the action plan is unclear. Somewhat communicates the value of the learning experience.	Does not discuss how the learning experience has confirmed, differed, and/or enhanced theoretical or practical understanding of a Does not articulate practical insights or offer recommendations for next steps. There is no action plan. Does not communicate the value of the learning experience.	Not yet to desired standard of knowledge.
Requirements/Criteria	Follow all the requirements, 100%	Follow at least 80% of the requirements.	Follow less than 50% of the requirements.	Does not fulfill the requirements of the assignment.

Reference

<https://usm.maine.edu/sites/default/files/service-learning-volunteering/Engaged%20Cornell%20Reflection%20Rubric.pdf>

Skills	Learning Outcomes	Value
3. Midterm: Oral Group Presentations		
Elements: 6.1: Lesson Planning & 6.2: Learning Methods	GE-LO 6	1
Elements: 9.2: Communication with Appropriate Tools & 9.4: Interacting with Others	GE-LO 8	2

Group Delivery (Collaboration)

(Group Scores)	Presentation Content	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Calculation: Group Score=4 4 points x 5 criteria $20/5=4$ points Overall calculations: Group Score=4 Individual score=8 Total= 12	Introduction	Introduced topic, established rapport and explained the purpose of presentation in creative, clear way capturing attention.	Introduced presentation in clear way.	Attempts focus, ideas not fully developed	Did not clearly introduce purpose of presentation.
	Content Selection (Body)	All information was relevant and appropriate to requirements of the assignment.	Most information relevant; some topics needed expansion or shortened.	Information was valid but not explicitly related to the purpose.	Information was not relevant to the audience or directly related to the assignment.
	Organization	Contains a clear central message and clearly identifiable sections featuring purposeful organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.	Central message is identifiable; sections of the speech may vary in explicit organizational pattern, which influences the audience engagement level or comprehension of the central message.	Central message is not clearly and/or easily identifiable by audience; sections may be in need of further organization and clarity.	Does not contain central message or identifiable organizational pattern.
	Conclusion	Ends with an accurate conclusion tying the content back to the opening with a dynamic close. Transitioned into close so audience was ready for it.	Ends with a summary of main points showing some evaluation. Transitioned to close.	Ends with a recap of key points without adding a closing twist.	Ends with only a recap of key points or with no transition to closure.
	Length (overall presentation)	Time used efficiently. Within 15-20 minutes of allotted time.	Less than 15 minutes of allotted time.	Less than 10 minutes of allotted time.	Substantially longer (20mins) or shorter (5 mins) than indicated by assignment.

PHYSICAL PRESENTATION AND DELIVERY (INDIVIDUAL DELIVERY)					
(Individual Scores)	Presentation Content	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Calculation: Individual score=8 4 points x 5 criteria=20 20/2.5=8 Overall calculations: Group Score=4 Individual score=8 Total= 12	Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage
	Transitions	Effective, smooth transitions that indicated transitions in presentation topic or focus.	Included transitions to connect key points but often used fillers such as um, ah, or like, etc	Included some transitions to connect key points but over reliance on fillers was distracting.	Presentation was choppy and disjointed with a lack of structure.
	Enthusiasm/Audience Awareness	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech and using original, clever, creative approach.	Presented facts with some interesting “twists”; held attention most of the time by interacting with them.	Some related facts but went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Speaker fails to hold audience attention for half or less of the presentation.

	Gestures/Postures	Confident demeanor, gestures add to style, and hands are used to describe or emphasize	Confident demeanor; may need to add or subtract gestures to emphasize points.	Slumping posture, hands stuck at sides or on podium OR Shifting weight or pacing.	Slumping posture, hands stuck at sides or on podium AND Shifting weight or pacing
	Language (comprehensibility)	The student uses all appropriate language to convey the main idea clearly.	The student conveys ideas using appropriate language with only minor errors.	The student uses inappropriate language with major errors and the main idea is unclear.	The student language is basically incomprehensible

References

Adapted from Cindy Kenkel, "Teaching Presentation Skills in Online Business Communication Courses," Managerial Communication Oral Presentation Evaluation and AAC&U Oral Communication Metarubric

Adapted from readwritethink International Reading Association

Skills	Learning Outcomes	Value
4. Final Test: Individual Oral Presentations		
Elements: 6:3: Knowledge Acquisition & 6.4: Constructionism	GE-LO 6	1
Elements: 9.2: Communication with Appropriate Tools & 9.3: Verbal & Nonverbal Communications	GE-LO 9	3

Overall Calculations:
Individual presentation: 12 points
PowerPoint: 4 points
Total: 16 points

Calculation: 4 points x 3 criteria=12 points

INDIVIDUAL PRESENTATION DELIVERY RUBRIC

Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Introduction Body Conclusion	*Introduced topic, established rapport and explained the purpose of presentation in creative, clear way capturing attention. *Complete components of an introduction based on the Planning Materials. * All information was relevant and appropriate to the requirements of the assignment. * Ends with an accurate conclusion tying the content back to the opening with a dynamic close. Transitioned into close so audience was ready for it.	*Introduced presentation in clear way. *Some components of an introduction based on the Planning Materials. * Most information relevant; some topics needed expansion or shortening. * Ends with a summary of the main points showing some evaluation. Transitioned to close.	*Attempts focus, ideas not fully developed. *Few components of an introduction based on the Planning Materials. * Information was valid but not explicitly related to the purpose. * Ends with a recap of key points without adding a closing twist.	*Did not clearly introduce purpose of presentation. *No mention of any components of introduction based on the Planning Materials. * Information was not relevant to the audience or directly related to the assignment. * Ends with only a recap of key points or with no transition to closure.
Organization, Delivery & Transitions	*Contains a clear central message and clearly identifiable sections featuring purposeful organizational pattern (e.g., chronological, analysis of parts, etc. * Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. *Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points. * Effective, smooth transitions that indicated transitions in presentation topic or focus.	*Central message is identifiable; sections of the speech may vary in explicit organizational pattern, which influences the audience engagement level or comprehension of the central message. * Consistent use of direct eye contact with audience, but still returns to notes. * Speaks with satisfactory variation of volume and inflection. * Included transitions to connect key points but often used fillers such as um, ah, or like, etc.	*Central message is not clearly and/or easily identifiable by audience; sections may need further organization and clarity. * Displays minimal eye contact with the audience, while reading mostly from the notes. * Speaks in uneven volume with little or no inflection. * Included some transitions to connect key points but over reliance on fillers was distracting.	*Does not contain central message or identifiable organizational pattern. * Holds no eye contact with audience, as entire report is read from notes. * Speaks in low volume and/ or monotonous tone, which causes audience to disengage. * Presentation was choppy and disjointed with a lack of structure.
Length (overall presentation)	Time used efficiently. Within 5-8 minutes of allotted time.	Less than 5 minutes of allotted time.	Less than 3 minutes of allotted time.	Substantially longer (10mins) or shorter (2 mins) than indicated.

References

Adapted from Cindy Kenkel, "Teaching Presentation Skills in Online Business Communication Courses," Managerial Communication Oral Presentation Evaluation and AAC&U Oral Communication Metarubric

Adapted from readwritethink International Reading Association

Individual Oral Presentation PowerPoint Rubric (1 value=4 points)

Overall Calculations:	
Individual presentation:	12 points
PowerPoint:	4 points
Total:	16 points

Calculation: 4 points x 3 criteria= 12/3=4 points

Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Slides Components (title slide, introduction, 3 main points, conclusions, thank you)	All the components are present, any important information and is formatted correctly.	Most of the required components are present and are formatted correctly.	Some of the required components are present or is not formatted correctly.	Most of the required components are missing and is not formatted correctly.
Style/Format Presentations are expected to be stylistically effective – that is, to consist of visual aids with well-chosen words and graphics	The visual aids (e.g., PowerPoint slides) are informative, well designed, easy to read, and complement the speaker's content.	The visual aids are informative and generally supportive of the presentation but could be improved	The visual aids are generally supportive of the presentation, but some of them are difficult to read, too busy, and/or not necessary for the intent of the talk.	Visual aids are not designed to effectively to convey the information intended by the speaker.
Slides Contents	*Complete number of slides *Topic is written clearly, and adequate points are made.	*6 required slides *Topic is somewhat written, but more information is required.	*5 required slides *Topic is slightly written but more material is needed.	*4 or less slides *Topic is addressed but not written or elaborated on.

P.S: I will arrange the syllabus into one file/doc word with no gaps between the pages.

******Once approved, the calculation explanation can be deleted before being sent to the students.

Thank you very much.