

# GENERAL EDUCATION, KMITL

## COURSE SYLLABUS

|                                            |                                                                                                                                                                                                                                                                                                 |                          |                                         |                   |                                                                                                                                   |           |                                        |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------|
| Course Code                                | 96644033                                                                                                                                                                                                                                                                                        | Course Title             | WRITING AND SPEAKING IN THE PROFESSIONS |                   |                                                                                                                                   |           |                                        |
| Total Credits                              | 3 (3-0)                                                                                                                                                                                                                                                                                         | Semester / Year of Study | 1/2025                                  | Section           | 801-802                                                                                                                           | Date-Time | Thursday<br>09:00-12:00<br>13:00-16:00 |
| 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)                | -None-                                                                                                                                                                                                                                                                                          |                          |                                         |                   |                                                                                                                                   |           |                                        |
| Counselling Schedule                       | Line group<br>Thursday (9:00-12:00/13:00-16:00)                                                                                                                                                                                                                                                 |                          |                                         | Teaching Language | <input type="checkbox"/> Thai <input checked="" type="checkbox"/> English<br><input type="checkbox"/> Others, please specify..... |           |                                        |
| Website or Online Teaching Method (if any) | *Google Classroom (Writing Tasks & other references)<br>*Presentation Outline samples and submissions<br>*Presentation PowerPoint samples and submissions<br>* Line group/Google Classroom/Zoom/On-site                                                                                         |                          |                                         |                   |                                                                                                                                   |           |                                        |

### 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            |
| <input checked="" type="checkbox"/> GE-LO-1 Analytical and Critical Thinking                                                                                                                                                                                                            | 2                |
| <input type="checkbox"/> GE-LO-2 Complex Problem Solving                                                                                                                                                                                                                                |                  |
| <input type="checkbox"/> GE-LO-3 Creativity                                                                                                                                                                                                                                             |                  |
| <input type="checkbox"/> GE-LO-4 Interpersonal Skills                                                                                                                                                                                                                                   |                  |
| <input checked="" type="checkbox"/> GE-LO-5 Integrity and Perseverance                                                                                                                                                                                                                  | 3                |
| <input checked="" type="checkbox"/> GE-LO-6 Active Learning and Learning Strategies                                                                                                                                                                                                     | 3                |
| <input type="checkbox"/> GE-LO-7 Resilience, Stress Tolerance and Flexibility                                                                                                                                                                                                           |                  |
| <input checked="" type="checkbox"/> GE-LO-8 Leadership and Social Influence                                                                                                                                                                                                             | 1                |
| <input checked="" type="checkbox"/> GE-LO-9 Communication                                                                                                                                                                                                                               | 6                |
| <input type="checkbox"/> GE-LO-10 Entrepreneurship and Startup                                                                                                                                                                                                                          |                  |
| <input type="checkbox"/> GE-LO-11 Digital Quotient Literacy and Digital Media Production                                                                                                                                                                                                |                  |
| <b>Total Value</b>                                                                                                                                                                                                                                                                      | <b><u>15</u></b> |
| Classroom Management                                                                                                                                                                                                                                                                    |                  |
| <input checked="" type="checkbox"/> Lecture/practice <input checked="" type="checkbox"/> Online/Blended Learning (Holidays only)<br><input checked="" type="checkbox"/> Active Learning <input type="checkbox"/> Problem-Based Learning <input type="checkbox"/> Project-Based Learning |                  |

#### Teaching Plan and Evaluation Plan

| Week | Topic/Sub-topic                                            | Activities                                 | Notes |
|------|------------------------------------------------------------|--------------------------------------------|-------|
| 1    | Getting to know each other/Course Introduction/Pre-test    | Syllabus Discussions/Learning Expectations |       |
| 2    | Introduction to the course: Business Letters               | Class discussions/activities               |       |
| 3    | Faxes/Memorandum                                           | Class discussions/Writing Tasks/activities |       |
| 4    | Email Letters                                              | Class discussions/Writing task /activities |       |
| 5    | Technical Manual                                           | Class discussions/Writing task /activities |       |
| 6    | Technical Manual Part-1                                    | Group Writing                              |       |
| 7    | Continuation: Technical Manual Part-2                      | Group Writing & Feedback                   |       |
| 8    | Giving Presentation Lecture (Introduction/Body/Conclusion) | Outline discussions/PPT                    |       |
| 9    | Midterm Examination Week Schedule                          | University examination Schedule            |       |
| 10   | Midterm Oral Presentation/Technical Manual by Group        | Oral Presentation by Group                 |       |

| Week | Topic/Sub-topic                                                                                                     | Activities                                     | Notes |
|------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------|
| 11   | Informal Letters                                                                                                    | Class discussions/Writing task /activities     |       |
| 12   | Routine Reports                                                                                                     | Class discussions/Writing task /activities     |       |
| 13   | Participating & conducting a meeting                                                                                | Class discussions/Writing task /activities     |       |
| 14   | Individual Planning Worksheets for Final Presentation                                                               | Outline discussions/PPT                        |       |
| 15   | Unit Reviews & Starting for Individual Presentation<br>(Students must submit the PPT to qualify for presentations.) | Reviewed all tasks, attendance, & presentation |       |
| 16   | Individual Presentation (Final Exam)                                                                                | Individual Presentation                        |       |
| 17   | Individual Presentation Continuation (Oct. 20-starting for final exams)                                             | 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.

#### Evaluation Plan

| Assessment Activities                                             | Value | Score | Week of Evaluation | Notes                                                                                                                                                                                                                      |
|-------------------------------------------------------------------|-------|-------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.Attendance                                                      | 1     | 4     | Semester           | Punctuality (later than 9:30 and 13:30 is considered late)<br>1 hr. late=absence<br>More than 3 absences=Failed<br>Note: Any emergency (sick) doctor's medical certificate & school programs needs letter from the faculty |
| 2.Class Writing Compilation                                       | 7     | 28    | Semester           | Submitted in class or assigned by the teacher.<br>No submission/blank paper/Plagiarism=0 score<br>*Late points will be deducted accordingly                                                                                |
| 3.Class Presentations<br>(Midterm Exam: Group Oral Presentations) | 3     | 12    | Week 10            | *Presentation 5-8 mins individual presentation<br>*Presentation group work (4-5 members) 30-35 mins<br>*No participation/no group=0 score<br>*Late points will be deducted accordingly                                     |
| 4.Final Exam: Indv. Oral Presentations                            | 4     | 16    | Week 16, 17 & 18   | In-class Individual & Group Contributions                                                                                                                                                                                  |
| 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 (60 points)                                          | 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 (60 points)                                          | 30-60 |         |         |         | 0-29.9  |         |         |        |

|                                           |                                                                                                                                                                                                |      |               |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|
| Main Textbook and Course Materials        | Gross, A. et al Technical Writing<br>Lougheed, L. Business Correspondence, 2 <sup>nd</sup> ed<br>Ashley, A. Commercial Correspondence<br>Wyrick, J. Steps to Writing Well, 11 <sup>th</sup> ed |      |               |
| Important Documents and Information       | All texts are available online and at the University Library<br>Other required readings will be provided in class, via Line group and Google classrooms                                        |      |               |
| Suggested Learning Resources for students | Online readings                                                                                                                                                                                |      |               |
| Modified by                               | Dr. Chinebeth Borja                                                                                                                                                                            | Date | June 16, 2025 |

Scoring criteria according to Assessment Plan

| Skills        | Learning Outcomes | Value | Levels                         |                       |                       |                               |
|---------------|-------------------|-------|--------------------------------|-----------------------|-----------------------|-------------------------------|
|               |                   |       | 4 Excellent                    | 3 Good                | 2 Fair                | 1 Poor                        |
| 1. Attendance | 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<br><br><b>A: Memorandum Writing</b><br>(Smoking Policy) | GE-LO 5 | 1 | <b>Note: Applicable to all writings</b><br>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.<br>AI Plagiarism: 10% is acceptable, more than 10% is equivalent to Zero. |  |  |  |
|--------------------------------------------------------------------------|---------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

|                      | Excellent<br>(4)                                                                                                                        | Good<br>(3)                                                                                                 | Fair<br>(2)                                                                                                                              | Poor<br>(1)                                                                                                                 | Did not do<br>(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                                                               | Follows a conventional format for the specified type of memo; logically presents information                | Follows a mostly conventional format for the specified type of                                                                           | Uses a format that does not fit the specified type of business                                                              | Did Not Do        |

|                       |                                                                                                                                       |                                                                                                                                                                   |                                                                                                                                                                       |                                                                                                                                                                                |            |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                       | logically presents information. Each idea is clearly connected to the next.                                                           |                                                                                                                                                                   | memo; logically presents most information                                                                                                                             | writing; inconsistently or randomly presents information                                                                                                                       |            |
| 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<br><b>B: Email Writing</b> | GE-LO 5           | 1     |

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

| Category                                                                                           | Poor<br>1 pt                                                                                                 | Fair<br>2 pts                                                                                                | Good<br>3 pts                                                                                   | Excellent<br>4 pts                                                                                |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Meeting Planning<br><br>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<br><b>C: Informal Letters Writing</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | GE-LO 5                                                                                                                                                                                                                                                                                                                                              | 1                                                                                                                                                                                                                                                                                                                          |
|                                                        | Excellent (4)                                                                                                                                                                                                                                                                                                                                                                                                                          | Good (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Fair (2)                                                                                                                                                                                                                                                                                                                                             | Poor (1)                                                                                                                                                                                                                                                                                                                   |
| Letter Parts                                           | <p>*There is a separate section of the letter for all 5 elements (date; salutation; body paragraph(s); closing; signature).</p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p>*Errors do not interfere with the overall appearance of the informal letter.</p> | <p>*There is a separate section of the letter for most of the 5 elements (date; salutation; body paragraph(s); closing; signature).</p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p>*Errors may interfere slightly with the overall appearance of the informal letter.</p> | <p>*There is a separate section of the letter for some of the 5 elements (date; salutation; body paragraph(s); closing; signature).</p> <ul style="list-style-type: none"> <li>Some elements of the informal letter are formatted correctly, though errors are present that interfere with the overall appearance of the informal letter.</li> </ul> | <p>*There are no separate sections of the letter for the 5 elements (date; salutation; body paragraph(s); closing; signature).</p> <ul style="list-style-type: none"> <li>There is little to no correct formatting of the informal letter. Errors interfere with the overall appearance of the informal letter.</li> </ul> |
| 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-nubric/attachments/>

<https://www.rcampus.com/nubric/show.cfm?sp=true&code=6C34B2B>

[https://www.maurielak12.ca.us/cms/lib5/ca01000508/centricity/domain/906/5tendly\\_letter\\_nubric.pdf](https://www.maurielak12.ca.us/cms/lib5/ca01000508/centricity/domain/906/5tendly_letter_nubric.pdf)

| Skills                                                | Learning Outcomes | Value |
|-------------------------------------------------------|-------------------|-------|
| 2. Class Writing<br><b>D: Routine Reports Writing</b> | GE-LO 1           | 1     |

|                                           | Excellent (4)                                                                                                                          | Good (3)                                                                                                                                    | Fair (2)                                                                                                                                   | Poor (1)                                                                                                                                |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Report Organization and formatting</b> | 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.                                                               |
| <b>Content</b>                            | 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.    |
| <b>Mechanics</b>                          | 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. |
| <b>Requirements/Criteria</b>              | 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://efaidnbmnnnibpcajpcglclefindmkaj/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<br><b>E: Technical Manual Writing</b> | GE-LO 1           | 1     |

|                      | Excellent (4)                                                                                                                                                    | Good (3)                                                                                                                             | Fair (2)                                                                                                          | Poor (1)                                                                                                            |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Audience</b>      | 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.                                                      |
| <b>Purpose</b>       | 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.                                                                                |
| <b>Use of Images</b> | 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.                                      |
| <b>Visual Design</b> | 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.                                             |
| <b>Completeness</b>  | Instructions include all necessary information and pictures, including any contact information for help and troubleshooting<br>Follow all the requirements, 100% | Instructions include information needed to complete the task.<br>Follow at least 80% of the requirements.                            | Instructions may be missing some steps, or the steps are not clear.<br>Follow at least 50% of the requirements.   | Instructions are incomplete and offer no help for the user.<br>Does not fulfill the requirements of the assignments |

References: [https://www.readwritethink.org/sites/default/files/resources/lesson\\_images/lesson1101/SampleRubric.pdf](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<br><b>F: Meeting Feedback Reflection Writing</b> (Teacher's Materials)<br><b>G: Presentation Evaluation Writing</b> (Student Group Video) | GE-LO 6<br>GE-LO 9 | 1<br>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.<br><br>Articulates practical insights and offers recommendations for next steps. There is a clear action plan.<br><br>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.<br><br>Articulates some practical insights and offers recommendations for next steps, but the action plan is unclear.<br><br>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<br><br>Does not articulate practical insights or offer recommendations for next steps. There is no action plan.<br><br>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 | GE-LO 6           | 1     |
|                                      | GE-LO 9           | 2     |

### Group Delivery (Collaboration)

| (Group Scores)                                                                                                                                                                                            | Presentation Content                 | Excellent (4)                                                                                                                                                                  | Good (3)                                                                                                                                                                                     | Fair (2)                                                                                                                            | Needs Improvement (1)                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Calculation:</b><br><b>Group Score=4</b><br>4 points x 5 criteria<br><b>20/5=4 points</b><br><br><b>Overall calculations:</b><br><b>Group Score=4</b><br><b>Individual score=8</b><br><b>Total= 12</b> | <b>Introduction</b>                  | 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.                                  |
|                                                                                                                                                                                                           | <b>Content Selection (Body)</b>      | 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. |
|                                                                                                                                                                                                           | <b>Organization</b>                  | 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.            |
|                                                                                                                                                                                                           | <b>Conclusion</b>                    | 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.              |
|                                                                                                                                                                                                           | <b>Length (overall presentation)</b> | 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:<br><br><b>Individual score=8</b><br><br>4 points x 5 criteria=20<br><br>20/2.5=8<br><br>Overall calculations:<br><br><b>Group Score=4</b><br><b>Individual score=8</b><br><b>Total= 12</b> | <b>Delivery</b>                      | <ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul> | <ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul> | <ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/ or monotonous tone, which causes audience to disengage</li> </ul> |
|                                                                                                                                                                                                         | <b>Transitions</b>                   | 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.                                                                                                                                                        |
|                                                                                                                                                                                                         | <b>Enthusiasm/Audience Awareness</b> | 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.                                                                                                                                          |

|  |                                     |                                                                                        |                                                                               |                                                                                         |                                                                                   |
|--|-------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  | <b>Gestures/Postures</b>            | 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 |
|  | <b>Language (comprehensibility)</b> | 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 |
|-----------------------------------------------------|-------------------|-------|
| <b>4. Final Test: Individual Oral Presentations</b> | GE-LO 6           | 1     |
|                                                     | GE-LO 9           | 3     |

Overall Calculations:  
 Individual presentations: 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)                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b><br><b>Body</b><br><b>Conclusion</b>             | *Introduced topic, established rapport and explained the purpose of presentation in creative, clear way capturing attention.<br>*Complete components of an introduction based on the Planning Materials.<br>* All information was relevant and appropriate to the requirements of the assignment.<br>* 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.<br>*Some components of an introduction based on the Planning Materials.<br>* Most information relevant; some topics needed expansion or shortening.<br>* Ends with a summary of the main points showing some evaluation. Transitioned to close.                                                                                                                                                                    | *Attempts focus, ideas not fully developed.<br>*Few components of an introduction based on the Planning Materials.<br>* Information was valid but not explicitly related to the purpose.<br>* Ends with a recap of key points without adding a closing twist.                                                                                                                       | *Did not clearly introduce purpose of presentation.<br>*No mention of any components of introduction based on the Planning Materials.<br>* Information was not relevant to the audience or directly related to the assignment.<br>* Ends with only a recap of key points or with no transition to closure.           |
| <b>Organization,</b><br><b>Delivery &amp;</b><br><b>Transitions</b> | *Contains a clear central message and clearly identifiable sections featuring purposeful organizational pattern (e.g., chronological, analysis of parts, etc.<br>* Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.<br>*Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.<br>* 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.<br>* Consistent use of direct eye contact with audience, but still returns to notes.<br>* Speaks with satisfactory variation of volume and inflection.<br>* 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.<br>* Displays minimal eye contact with the audience, while reading mostly from the notes.<br>* Speaks in uneven volume with little or no inflection.<br>* Included some transitions to connect key points but over reliance on fillers was distracting. | *Does not contain central message or identifiable organizational pattern.<br>* Holds no eye contact with audience, as entire report is read from notes.<br>* Speaks in low volume and/ or monotonous tone, which causes audience to disengage.<br>* Presentation was choppy and disjointed with a lack of structure. |
| <b>Length (overall presentation)</b>                                | 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)                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Slides Components</b><br>(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.                    |
| <b>Style/Format</b><br>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. |
| <b>Slides Contents</b>                                                                                                                                   | *Complete number of slides<br>*Topic is written clearly, and adequate points are made.                                        | *6 required slides<br>*Topic is somewhat written, but more information is required.                | *5 required slides<br>*Topic is slightly written but more material is needed.                                                                                    | *4 or less slides<br>*Topic is addressed but not written or elaborated on.                     |