

West Chester University
Speaking Emphasis Program Handbook

The handbook is prepared by

Dr. Yong J. Wang
Professor of Marketing
Speaking Emphasis Program Director
WCU General Education Council
ywang2@wcupa.edu

Dr. Juliet Wunsch
Associate Professor of Theatre and Dance
CAPC Speaking Emphasis Subcommittee
jwunsch@wcupa.edu

Dr. Karen Mitchell
Associate Professor of Psychology
WCU General Education Council Chair
CAPC General Education Chair
kmitchell@wcupa.edu

December 2020

Table of Contents

		Page
Chapter 1	Purpose	2
Chapter 2	General Education Requirement	2
Chapter 3	General Education Goals	2
Chapter 4	Speaking Emphasis Course Approval Process	3
Chapter 5	Speaking Emphasis Course Criteria	3
Chapter 6	Speaking Emphasis Course Proposal Guidelines	5
Chapter 7	Oral Communication Assignments	7
Chapter 8	Common Bibliography for Speaking Pedagogy	7
Chapter 9	Learning Assessment and Course Review	8
Appendix 1	Sample Syllabi	9
Appendix 2	Sample Assignments and Rubrics	31

Chapter 1 Purpose

This handbook is an information resource for faculty who are interested in developing new Speaking Emphasis courses or seeking to add the Speaking Emphasis designation to existing courses. Specifically:

Faculty are encouraged to develop Speaking Emphasis course proposals for a more inclusive General Education Program. This handbook guides faculty in creating high-quality courses and curricula that advance students' oral communication skills in ways that are deemed important and desirable within a specific academic discipline or more generally across disciplines.

A proposed Speaking Emphasis course must be approved by the Curriculum and Academic Policies Council (CAPC) prior to becoming an active course offering. This handbook contains guidelines and information that facilitate the development of Speaking Emphasis courses in accordance with CAPC standards and procedures.

Chapter 2 General Education Requirement

West Chester University's [General Education Program](#) states its Speaking Emphasis requirement for all Baccalaureate Degrees. Specifically:

All undergraduate students beginning their study in Fall 2019 or later must take a minimum of 9 credits of approved Speaking Emphasis courses. Transfer students who enter with 40-70 transfer credits need a minimum of 6 credits. Transfer students who enter with more than 70 credits need a minimum of 3 credits. At least 3 credits of Speaking Emphasis course must be taken at the 300 or 400 level for all students. Courses in American sign language may meet the Speaking Emphasis requirement.

Chapter 3 General Education Goals

All Speaking Emphasis courses should meet General Education Goal 1 (communicate effectively) and Goal 2 (think critically and analytically) of the General Education Program. Inclusion of the two General Education Goals in the course syllabus requires clear articulation of the methods through which they are taught and assessed.

For Goal 1, Speaking Emphasis courses should ensure that they cover at least two of the following Student Learning Outcomes (SLOs):

- a) Express oneself effectively in common college-level written forms

- b) Revise and improve written and/or presentations
- c) Express oneself effectively in presentations
- d) Demonstrate comprehension of and ability to explain information and ideas accessed through reading

For Goal 2, Speaking Emphasis courses should ensure that they cover at least one of the following Student Learning Outcomes (SLOs):

- a) Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea
- b) Construct and/or analyze arguments in terms of their premises, assumptions, contexts, conclusions, and anticipated counter-arguments
- c) Reach sound conclusions based on a logical analysis of evidence

Chapter 4

Speaking Emphasis Course Approval Process

Faculty seeking to offer Speaking Emphasis courses should first consult with the department to ensure Speaking Emphasis course proposals are in accordance with the academic unit's curriculum development needs. Faculty initiating Speaking Emphasis course proposals must obtain approval from CAPC for both new and existing credit bearing courses.

Speaking Emphasis course proposals must be submitted through [CIM](#) (curriculum management software) using the *Course* form. Speaking Emphasis course proposals seeking approval must undergo full CAPC review. Included in the CIM workflow are review and approval by:

- Department Chair
- Dean
- Speaking Emphasis Subcommittee
- Other General Education Subcommittees required for other Designations/Attributes
- General Education Committee
- Undergraduate Programs Committee
- CAPC Executive Committee
- CAPC General Assembly
- Provost

Chapter 5

Speaking Emphasis Course Criteria

Speaking Emphasis designated courses at West Chester University must meet the following criteria.

1. Speaking Emphasis courses must be designed to develop students' oral communication skills in ways that are deemed important and desirable within a specific academic discipline or more generally across disciplines. The oral skills developed within such Speaking Emphasis courses:

- a. can assume a variety of forms ranging from speaker-audience interactions (i.e. public speaking), to dyadic interactions (i.e. one-on-one interactions), to group interactions, to even mediated interactions (oral interactions that take place across a technological medium);
- b. can be more generalizable communication skills (i.e. skills that can be generalized across a broad range of communication contexts such as developing students' abilities to construct a cogent oral argument) or can be more focused within a specific academic discipline (e.g. a Speaking Emphasis course within the Nursing major might focus on developing students' abilities to establish rapport with patients through one-on-one interactions);
- c. must be clearly articulated on the Course Syllabus.

2. Speaking Emphasis courses must have at least three assignments that are clearly designed to assess and forward the development of the oral communication skills identified on the Course Syllabus. A 400-level Speaking Emphasis course could have fewer assignments if they are substantial in nature. These assignments should give students multiple opportunities to improve upon these oral communication skills (as opposed to separate assignments focused on separate skills). Oral-communication-related course assignments must identify which particular oral communication skills the assignment is designed to develop. Speaking Emphasis courses must also have a rubric for each oral-communication-related assignment that explains how students are to be assessed on their oral skills, and such rubrics must be shared with students prior to the completion of any such assignments.

3. Speaking Emphasis course syllabi should make clear the percentage of the final grade that is derived from oral-communication-related assignments.

4. Assignments for Speaking Emphasis courses should not solely involve asynchronous forms of mediated communication (e.g., recorded videos); instead they should also include face-to-face and/or synchronous forms of mediated communication (e.g., a live presentation, a Skype interview, or a group conference call).

5. Speaking Emphasis courses must include explicit mechanisms for coaching students on the oral communication skills identified on the Course Syllabus. Such coaching can take many forms—from conferences where the teacher reviews videos of students' oral performances to a feedback grading sheet that contains comments on students' oral performances.

6. Speaking Emphasis courses must provide students with opportunities to demonstrate improvement in the oral communication skills identified on the Course Syllabus. More specifically, students must have an opportunity to demonstrate their proficiency with

those oral communication skills, must receive coaching/feedback on those skills, and then must have an additional opportunity (or ideally opportunities) to demonstrate improvement on those skills.

7. Since Speaking Emphasis courses involve oral assignments (that consume considerable class time) and individualized communication coaching (that consumes considerable instructor time), Speaking Emphasis courses should be limited to a class size of no more than 25 students.

8. Speaking Emphasis course syllabi should include at least one oral-communication-related assignment that is recorded and identified as a suitable candidate to add to students' ePortfolio.

9. Speaking Emphasis course syllabi must include a clear statement that the course is an approved Speaking Emphasis course and will focus on developing students' oral communication skills.

Chapter 6

Speaking Emphasis Course Proposal Guidelines

A Speaking Emphasis course proposal must fulfil all the criteria as identified in Chapter 5. Faculty are expected to include the following documents in a Speaking Emphasis course proposal when submitting it to CIM:

Syllabus (including Class Schedule clearly indicating where oral communication skills are being taught, and where feedback and opportunities for improvement are happening)
Rubrics
Bibliography
Narrative (a justification for the Speaking Emphasis designation, including how the criteria are being met)

Guidelines for Syllabus

1. The syllabus should contain a clear statement that the course is an approved General Education Speaking Emphasis course designed to develop students' oral communication skills.
2. The syllabus should contain a clear statement that the course meets General Education Goal 1, Communicate Effectively and Goal 2, Think Critically and Analytically.
3. The syllabus should articulate how Gen Ed Goal 1 and Goal 2 are met by identifying the specific Gen Ed approved SLOs, the methods through which they will be introduced and taught, and the mechanism used to assess each SLO. At least two SLOs are required

for Goal 1, and at least one SLO is required for Goal 2. The link between General Education Goals, specific SLOs, and assessments must be explicit.

4. The syllabus should articulate what type and/or domain of communication skills, either general or discipline-specific, are developed in the course.
5. The syllabus should contain at least three different assignments designed to assess the development of oral communication skills. Fewer assignments may be allowed for 400 level courses if these assignments are substantial in nature.
6. The syllabus should contain at least one face-to-face and/or synchronous form of communication in the oral communication assignments (e.g., live presentation or conference call as opposed to asynchronous communication such as recorded video).
7. The syllabus should specify the percentage of the final grade that is derived from oral communication assignments.
8. The syllabus should explain how oral communication skills are developed in the three assignments.
9. The syllabus should contain explicit instructions on how to demonstrate proficiency with those oral communication skills, and how students receive coaching/feedback in the oral communication assignments.
10. The syllabus should specify opportunities for students to demonstrate improvement on the oral communication skills.
11. The syllabus should specify at least one oral communication assignment that is recorded and identified as a suitable candidate to add to students' ePortfolio.
12. The syllabus should contain class schedule showing the prominence of oral communication related lectures and activities, and highlighting opportunities for coaching, feedback, and improvement in the oral communication assignments.

Sample course syllabi are provided in Appendix 1.

Guidelines for Rubrics

At least one rubric should be provided for each oral communication assignment that explains in detail how students are assessed on their oral communication skills being taught in the course.

Sample assignments and rubrics are provided in Appendix 2.

Guidelines for Bibliography

The bibliography should contain multiple references that support the development of the specific oral communication skills identified in the course.

Guidelines for Narrative

The narrative should clearly spell out why the course is a Speaking Emphasis course.

Chapter 7 Oral Communication Assignments

It is required that oral communication assignments in a Speaking Emphasis course include at least one face-to-face and/or synchronous form of communication (e.g., a live presentation, a live interview, or a group conference call). Additional assignments may use asynchronous forms of mediated communication (e.g., recorded videos).

Some examples for oral communication assignments include:

Field interpersonal communication:

- counseling session
- therapist-patient interaction
- sales call
- business negotiation session

Synchronous or live classroom communication:

- oral presentation
- debate
- spoken role play
- sales call simulation
- interview
- demonstration
- oral exam

Asynchronous or recorded communication:

- recorded speech
- recorded presentation

Chapter 8 Common Bibliography for Speaking Pedagogy

Anderson, C. (2016). *Ted Talks: The Official Ted Guide to Public Speaking*. New York: Houghton Mifflin Harcourt.

- Ayres, J., & Hopf, T. (1993). *Coping with Speech Anxiety*. Norwood, NJ: Ablex.
- Carnegie, D. (1990). *The Quick and Easy Way to Effective Speaking*. New York: Pocket Books.
- Carnegie, D. (2005). *Public Speaking for Success: The Complete Program*. New York: Penguin House.
- Detz, J. (2002). *How to Write and Give a Speech*. New York: St. Martin's.
- Gallo, C. (2016). *The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience*. New York: McGraw-Hill.
- Hillman, R. (1999). *Delivering Dynamic Presentations: Using Your Voice and Body for Impact*. Boston: Allyn & Bacon.
- Jaffe, C. (2016). *Public Speaking: Concepts and Skills for a Diverse Society* (8th ed.). Boston, MA: Cengage Learning.
- Knight, D. (2012). *Speaking with Skill: A Skills Based Approach to Speech Training*. London: Bloomsbury.
- Larseingue, M., Sawyer, C. R., & Finn, A. N. (2012). Components of students' grade expectations for public speaking assignments. *Communication Education*, 61, 428-447.
- Love, R., & Frazier, D. (1999). *Set Your Voice Free: How to Get the Singing or Speaking Voice You Want*. New York: Little, Brown & Co.
- Noonan, P. (1999). *On Speaking Well*. New York, New York: HarperCollins Publishers.
- O'Keefe, D. J. (1990). *Persuasion: Theory and Research*. Newbury Park, CA: Sage.
- Reynolds, G. (2012). *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd ed.). Berkeley, CA: Pearson.
- Tracy, B. (2008). *Speak to Win: How to Present with Power in Any Situation*. New York: Amacom.
- Zarefsky, D. (2011). *Public speaking: Strategies for Success* (6th ed.). Boston, MA: Allyn & Bacon.

Chapter 9

Learning Assessment and Course Review

West Chester University's General Education Council conducts learning assessment on General Education Goals on a regular basis. Speaking Emphasis courses are included for assessing General Education Goals 1 and 2. Learning assessment results will be shared with faculty who deliver the Speaking Emphasis courses being assessed.

Faculty offering Speaking Emphasis courses are encouraged to conduct regular course reviews to keep up with curriculum needs and communication technology. Interested faculty may attend General Education Council's annual training workshops for Speaking Emphasis courses.

Appendix 1 Sample Syllabi

	Course Number and Title	Course Designation/Attribute	Page
Sample Syllabus 1	THA 216 – Fundamentals of Design	Speaking Emphasis designation	9
Sample Syllabus 2	MKT 340 – Personal Selling	Speaking Emphasis designation; 100% online course	19

SAMPLE COURSE SYLLABUS 1 THA 216 – FUNDAMENTALS OF DESIGN

REQUIRED TEXTS: Zelanski and Fisher, Design Principles and Problems, Edition 2
Dutchman, by Amiri Baraka (available on D2L)
Bent, by Martin Sherman

Recommended websites: www.theatrehistory.com/plays/10minute.html & <https://newplayexchange.org/>

Looking for text books and affordable ways to acquire them?
www.wcupa.edu/TextBookTipsforStudents.

TEACHING PHILOSOPHY: To teach the skills of a life-long learner through an atmosphere of questions and discovery in which students are encouraged to think creatively, research and explore ideas using accessible resources, and solve challenges in unique and exciting ways.

CLASS OBJECTIVE: This course does not teach design... rather it teaches how to view the world through a designer's perspective, inspiration and emotion. It explores multiple elements of production design, creating a foundation of communication for future designers, technicians, actors, directors and stage managers. Students will be introduced to the basic vocabulary, the manipulation of basic tools of communication, as well as explore emotional responses to basic design principles. In conjunction with a written text, students will learn how to manipulate design principles to support and enhance theatrical productions, in a collaborative, interactive learning environment, and present creative ideas in a manner consistent with expectations in the theatre industry.

GENERAL EDUCATION: This course is an approved Speaking Emphasis (SE) Course designed to develop oral communication skills. As such, it fulfills General Education Goal 1: Communicate Effectively, General Education Goal 2: Think Critically and Analytically, and fulfills the criteria for a Speaking Emphasis Course.

Goal 1: Communicate Effectively

This class is designed to develop both written and visual communication in the arts. It specifically addresses the following 2 student learning outcomes:

- *Express oneself effectively in common college-level written forms (Goal 1a)*
- *Express oneself effectively in presentations Goal 1c)*

A series of Communication Development projects engage students in the process of translating emotion to visual and verbal communication. A Production Critique, written ½ way through the semester, asks students to recognize the specific choices which have been made by a production team in developing a realized production, and present their discoveries in a written form which introduces a thesis, supports with specificity in observed details, and ends with a well formulated conclusion regarding the power of theatrical choices. (Express oneself effectively in common college-level written forms, assessment: Written Critique).

Additionally, each Communication Development project contains an in-class sharing component to develop confidence in presenting creative choices. 2 major graded projects require a presentation which examines both the design development process and the final product, in a manner consistent with the collaborative engagement and Design Presentation Style required of professionals in the theatre industry. (Express oneself effectively in presentations, assessments: 3-Dimensional World Project and Research Board Project)

Goal 2: Think Critically and Analytically

- *Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea (Goal 2a)*
- *Develop creative or innovative approaches to assignments or projects (Goal 2d)*

Students engage in 2 major projects that demand script analysis, visual research and final development of visual and verbal presentation. They are instructed on proper library research techniques, and demonstrate proper as well as creative application of the research process. (Assessments: 3 Dimensional World Project and Research Board Project.) Additionally, these projects will demonstrate unique, creative approaches to theatrical productions.

SPEAKING EMPHASIS AS A CRITICAL COMPONENT:

Success in the theatre requires collaboration, creative expression and social awareness. Acquiring the skill to communicate in the collaborative process, and express social intent/ impact sits at the heart of this class. Through a series of exercises designed to develop confidence in creative and verbal communication, students work to improve their ability to articulate the emotional impact intended by their design choices (Communication Development Projects). Students receive coaching/in class feedback and class instruction designed to help them improve and gain confidence in speaking to a large group. A 3-Dimensional World Project and a Research Board Project each help develop and require class presentations that follow a traditional, industry accepted design presentation format.

Design Presentations in the Theatre Industry take on 3 major forms, all of which are based on an individuals' ability to verbally articulate the emotional journey intended for an audience through creative/artistic design selection. They include:

- Production Meeting Design Presentations: require sharing individual discoveries as well as choices made in agreement with the director and design team, recognizing all ideas are still on the table for conversation and development,
- Rehearsal Design Presentations intended to share with performers design elements which directly impact their character development and performance, and
- Exhibit Design Presentations which demonstrates the artistic and collaborative skills of an individual; often utilized to gain admittance into professional programs and/or graduate schools.

All presentations require students to openly share original/creative ideas, and be open to critique.

While difficult to parse out, approximately 35% of the final grade and 1/3 of the class content is dedicated to developing oratory skills and/or presentation skills.

Speaking Emphasis Graded Components:

- I. Communication Development Projects (30% of the final grade/ half SE focused)
 - a. Subconscious Design, Line, Shape and Form projects. Low stake design exercises. Evaluation components included emphasis on a student's ability to verbally communicate their intent, their ability to articulate their personal level success of their non-verbal communication and the ability to receive constructive feedback.
 - b. Children's book: Low stakes design presentation based on articulating other people's design choices and their application of design principles to create impact
 - c. Unifying Principles: Group analysis and class presentation focused on developing collaboration in developing a presentation. Evaluation components include clear articulation of the impact of specific design principles on a visual or auditory composition.
- II. 3 Dimensional World (20% of final Grade/ half SE focused)
- III. Research Board Project (20% of final Grade/ half SE focused)

Both the 3-Dimensional World and the Research Board Project develop in a series of steps that allow individual development of ideas and class feedback on both the visual and verbal presentation components while in progress. (Opportunity to receive feedback and improve). Faculty feedback from The 3-Dimensional World project is expected to be applied to the Research Board Project. In both the 3-Dimensional World and the Research Board Project, students will be required to identify their design choices, provide the sources of inspiration through script analysis and research, and persuasively articulate how design choices enhance a theatrical production.

**The Unifying Principles Collaborative Project as well as both the 3-D World Presentation and the Research Board Project Presentation are recommended for the student e-portfolio. Students will be offered the opportunity to have their presentations recorded when presenting.

COURSE STUDENT LEARNING OUTCOMES:

1. Students will learn to recognize and apply fundamental principles of design to evoke an emotional response from an audience.

- a. Developed through communication projects and fully implemented through 3D world project, Research board project and Experiential Project
 - b. Supports Department/Program Goal 2: SLOs 2B and 2c and Goal 3: SLO 3E
2. Students will learn to recognize and interpret the forms of verbal and visual communication used by Directors, Designers and members of the Production Team in both the educational and professional environment.
 - a. Developed through communication projects and assessed via Written Critique and Research board project.
 - b. Supports Department/Program Goal 2: SLO 2B
3. Students will learn how to apply forms of verbal and visual communication used in both the educational and professional environment.
 - a. Developed through communication projects and fully implemented/ assessed through 3-D world, Research Board and Experiential Project
 - b. Supports Department/Program Goal 2: SLOs 2B and 2c
4. Students will learn how analyze a text for aesthetic (conceptual) as well as pragmatic (given circumstance) needs. Scenic, Costume, Sound and Lighting considerations will be taken into account.
 - a. Assessed through Communication Development Project: Children's Book, 3-D World Project and Research board project
 - b. Supports Department/Program Goal 4: SLO 4A
5. Students will practice generating ground plans to scale.
 - a. Assessed as an embedded component in Research Board
 - b. Supports Department/Program Goal 2: SLO 2A
6. Students will be exposed to and gain respect for the applications of research in the Design Process.
 - a. Assessed via Research Board
 - b. Supports Department/Program Goal 4: SLOs 4B,4C and 4D
7. Students will collaborate and recognize the value of working as a team.
 - a. Developed through communication development projects, and assessed via Experiential (Group) project
 - b. Supports Program Goal 2

DEPARTMENT OF THEATRE and DANCE LEARNING GOALS and PROGRAM LEARNING OUTCOMES:

Four department learning goals are introduced and assessed in this class.

Goal 1: To educate students in the content knowledge required in the disciplines of Theatre and Dance in order to provide a strong foundation for academic and professional development

- Program SLO 1D: Students will demonstrate knowledge of the various means (acting/dancing, directing/choreography, design, constructing, playwriting, etc.) through which a performance concept can be realized. (*Assessed through Written Critique*)

Goal 2: To provide students with the appropriate skill sets required to translate theory into practical application

- Program SLO 2B. Students will demonstrate the ability to participate in the production process by demonstrating the analytical and communication skills required in a collaborative process through the application of research and critical thinking *(Developed through Communication Development Projects, Assessed through 3-Dimensional World, Research Board Project and Experiential Project)*
- Program SLO 2C. Students will demonstrate the ability to effectively communicate to an audience the results of research and critical thinking through the use of at least one of the elements of theatrical art *(Assessed through 3-Dimensional World, Research Board Project and Experiential Project)*

Goal 3: To foster an awareness of civility, diversity and social responsibility.

- Program SLO 3C. Students will demonstrate a collaborative attitude and atmosphere of civility within the classroom, studio and performance environment. *(Developed through Communication Development Projects and Assessed through Experiential Project)*
- Program SLO 3E. Students will demonstrate inquiring minds and the application of creative imagination. *(Assessed through 3-Dimensional World Project, Research Board Project, and Experiential Project)*

Goal 4: To improve competencies in information literacy.

- Program SLO 4B. Students will demonstrate the acquisition of basic research skills.
- Program SLO 4C. Students will demonstrate the ability to conduct research specific to our discipline as a theatre artist.
- Program SLO 4D. Students will demonstrate the ability to communicate ideas discovered through research in a legal and ethical manner.
*** (all 3 SLOs Assessed through Research Board Project)*

Classroom Project Mapped to Course, Program, General Education and Speaking Emphasis Student Learning Outcomes:

CLASS PROJECTS	COURSE STUDENT LEARNING OUTCOMES (CSLO's) and Goal PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)	GENERAL EDUCATION GOALS and SPEAKING EMPHASIS
Communication Development Projects	Course SLOs: 1,2,3,4 &7 Program SLOs: 2B & 3C (developed)	Gen Ed Goal 1a & 1c (developed) Speaking Emphasis (development)
3-Dimensional World Project	Course SLOs: 1&4 Program SLOs: 2B, 2C & 3E	Gen Ed Goal 1c, 2a & 2d Speaking Emphasis Project
Written Critique	Course SLOs: 2&3 Program SLO: 1D	Gen Ed Goal 1a & 1c
Research Board Project	Course SLOs: 1,2,3,4,5, & 6 Program SLOs: 4A, 4B & 4C	Gen Ed Goals 1c, 2a & 2d Speaking Emphasis Project

Experiential (Group) Project	Course SLOs: 1,3 &7 Program SLOs: 2B, 2C, 3C & 3E	Gen Ed Goal 2d
------------------------------	--	----------------

EXPECTATIONS:

Students will be expected to do regular readings prior to class as indicated in the syllabus. Students will be expected to arrive on time, use class time productively to work on class projects, and anticipate that outside class time will be required to complete some of the projects in a timely manner.

Students are expected to keep a sketchbook which will be collected and graded in conjunction with specific assignments. Sketchbooks are a tool for the theatre practitioner and used to track inspiration. It may contain class notes, thoughts or images you have while doing research and script analysis, project thoughts/ plans ideas,...They need not be limited to specific assignments, however, each graded assignment must be clearly labeled with date and topic. Get in the habit of carrying it with you always.

EQUIPMENT: As this is a design awareness class which explores elements of design, students will be expected to provide themselves with the variety of supplies listed below:

- Sketchbook (Inexpensive is fine. Consider a comfortable size to carry with you.)
- Pencils and Sharpener (Wood pencils allow for greater sketching freedom than mechanical pencils)
- Good Eraser (White and Gum erasers work well. Test it!!)
- Scissors
- White Craft Glue (Sobo is the most recommended, but I have found some craft store generic glues which work quite well)
- Colored Construction Paper
- Crayons and/or Markers – Color is critical, BLACK is a MUST
- Tracing Paper (Yellow or white is fine)
- Scale Ruler (Architects)

Many of these items can be located in the book store. Kennett Copy and More is a good option.

EVALUATION:

Grade will be based on commitment to projects, improvement through the process, a willingness to take risks, and thoughtful responses to assignments.

- 30% Communication Development Projects
 - 1: Subconscious Design (10 pts completion & presentation)
 - 2: Children’s Book (10 pts, completion plus quality of ideas)
 - 3: Unifying Principles (10 pts, completion plus quality of response/presentation)
 - 4: Line (10 pts, completion plus quality of presentation)
 - 5: Shape and Form Projects (10 pts, completion plus quality of presentation)
- 20% 3-Dimensional World, Tangible response to a script and class presentation
- 10% *Antigone* Written Critique... changes each semester!!
- 20% Research Board Project, Analytical and visual response to a script & presentation
- 20% Experiential Project (Group with evidence of Individual contribution)

Homework handed in after its due date will automatically receive a lowered grade. After 1 week, projects will not be accepted without pre-arrangement due to unusual circumstances.

ATTENDANCE: Attendance is taken at the beginning of class each day, and it is the student's responsibility to make sure that their presence has been noted. Any discrepancy at the end of the semester will be resolved by the attendance track sheet.

0-3 Absences are acceptable by school policy, but every absence above and beyond will result in a four point reduction off the student's FINAL grade. Tardiness disrupts the class and counts as ½ an absence. (Don't come late, but if you find yourself in that situation, a late arrival is preferred to a no-show).

If a class is missed, I recommend that you speak with a reliable classmate to determine what you missed, collect notes and get homework assignments. Follow through by coming to my office hours to ask additional questions. (If you are not available during my office hours, please contact me to set up an appointment).

EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS: Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

AMERICANS WITH DISABILITIES ACT: If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

ACADEMIC INTEGRITY: It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course.

For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department of Theatre and

Dance Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

EMERGENCY PREPAREDNESS: All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

STUDENT WELL BEING INFORMATION: The Counseling Center is located in Commonwealth Hall (610-436-2301) where students may discuss their concerns in strict confidence.

Student Health Services is located on the lower level of Commonwealth Hall. The Student Health Center phone number is 610-436-2509. The Wellness Education phone number is 610-436-3276. During the fall and spring semesters, Student Health Services is open Monday-Friday, 8 a.m.-6 p.m., and Saturday, 10 a.m.-6 p.m.

ELECTRONIC MAIL POLICY: It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

TITLE IX COMMITMENT: West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

DEPARTMENT OF THEATRE AND DANCE: The **Dance minor** and **Theatre minor** programs at West Chester University combine the foundation of a strong liberal arts education with a creative arts practice. These minor programs provide courses and production experience in communication, choreography, direction, management, performance, design, technology, theory and research.

Each can be completed in conjunction with most majors at the university.

For more information, contact:

Gretchen Studlien-Webb, gstudlien-webb@wcupa.edu

Harvey Rovine, hrovine@wcupa.edu

Dance Minor program coordinator

Theatre minor program coordinator

Please visit our department website at <http://www.wcupa.edu/cvpa/theatreDance/>

hashtag #ArtsAtWCU on photos and posts.

APSCUF INTRODUCTION: “APSCUF is the Association of Pennsylvania State College and University Faculties. We uphold the highest standards of teaching, scholarly inquiry, and service. We are an organization that is committed to promoting excellence in all that we do to ensure that our students receive the highest quality education.”

[APSCUF Student info page \(http://www.apscuf.org/students\)](http://www.apscuf.org/students)

[APSCUF Facebook \(https://www.facebook.com/APSCUF\)](https://www.facebook.com/APSCUF)

SCHEDULE:

WK 1	T	8/28	Introduction: What is design? Music (Individual response) ... add to sketch book! *Music & Date* a mood white paper project (Group response) An introduction to presenting creative ideas. **Homework: Sketchbook required for Thursday!! Embed your sketches in the book, and read TXT 1 prior to class.	
	TH	8/30	Bringing the subconscious to the conscious Controlling the viewer response (sketchbook required) How to articulate what you take for granted. **Homework: Bring in a children’s book w/images for next class!	TXT 1
WK 2	T	9/4	Elements of Design in Children’s Books, pragmatic vs. conceptual (Individual analysis of the book... script analysis, and small group Sharing your findings... presentation skill development and practice. *Children’s Book &Date*	
	TH	9/6	Children’s Book Presentations (all students must come w/ completed sketchbook, prepared to present) In-class presentation evaluations (peer and faculty) Collection/Review of Sketch Book entries 1 and 2.	
WK 3	T	9/11*	Unifying Principles of Design, collaborative planning Group presentations (Demonstrating collaboration)	TXT 2 (Rosh Hashanah)
	TH	9/13	Group Presentations to the class All groups must demonstrate responsibility for topic and unity in style *Unifying Principal & Date* Collection/Review of Sketch Book entry 3	
WK 4	T	9/18*	The Power of Line **Homework: Exercises from chapter 3... 2 due next class *Lines: exercise #, & Date*	(Yom Kippur) TXT 3

TH	9/20	Shape and Form: Black and White Construction Paper, scissors and glue required, Public presentation and accepting peer feedback (Line) **Homework: Exercises from ch 4... due next class	TXT 4
Wk 5	T 9/25	Space... 3 Dimensional World Project/10 Minute Play Public presentation and accepting peer feedback (Shape and Form) Collection/Review of Sketch Book Entries 4&5	TXT 5
TH	9/27	In-class Script Analysis	<i>3-D World Proj</i> <i>Dutchman</i> , by Amiri Baraka
Wk 6	T 10/2	Texture –project work building to 3-D world	TXT 6
	TH 10/4	Value & Color—project work building to 3-D world The Design Presentation: development and how to	TXT 7&8

***Antigone*, Madeleine Wing Adler Theatre: Oct 12-20**

Wk 7	T 10/9	The Third Dimension Design Presentation Practice & Peer feedback	TXT 9
	TH 10/11	3 –Dimensional World Presentation DUE w/write up Research Board Assn: <i>Bent</i> , Martin Sherman	
Wk 8	T 10/16	Critique Assignment... <i>Antigone</i> ** Writing through the lens of a Theatre Critic	
	TH 10/18	Knee jerk responses to the play/ Script analysis revisited, <i>Bent</i> Developing Thoughtful Questions Primary vs. Secondary Research discussed How do you cite your research?	
Wk 9	T 10/23	Library Resources Library classroom, 309 <i>Antigone</i> Critiques DUE on D2L	
	TH 10/25	Understanding the Design Process/ Play discussion <i>Antigone</i>	
Wk 10	T 10/30	An Introduction to Set Design Understanding Ground Plans and Sections/ A re-introduction to Scale Rule (Scale rule and pencils required) Product must be in sketchbook, evaluated as part of Design project. (TBD Research on-going)	
	TH 11/1	A brief introduction to Costume Design	

***My Fair Lady*, MainStage Theatre, Nov 8-15**

***Revival*, a dance concert, Madeleine Wing Adler Theatre, Nov 9-10**

Wk 11	T 11/6	Meetings, sharing of Design Board Process Design Presentation Review (Peer review)	
	TH 11/8	How does the world Sound?	

WK 12 T 11/13 An Introduction to Lighting: Color, Angle, Mood
TH 11/15 **Design Board & Paperwork Due** PRESENTATIONS

FALL BREAK 2018 (Reading days, no classes, 11/19-11/20 & Fall Break 11/21-11/25)

WK 13 T 11/27 Contemporary understandings of emotional, physical and
psychological responses. (Beau Lotto)
Experiential Project Assigned. (COLLABORATION!!)
TH 11/29 Group Presentations Revisited
In-class planning/Group Work

Aids Benefit, MainStage, Dec 7th-9th

WK 14 T 12/4 Experiential Project Group 1
TH 12/6 Experiential Project Group 2

Final Exam: Experimental Project Group 3 & Group 4

THURSDAY, DECEMBER 13th, 8a-10a

SAMPLE COURSE SYLLABUS 2 MKT 340 – PERSONAL SELLING

CLASS SCHEDULE: This course is offered 100% online.
A tentative schedule is provided in **Appendix I**. The instructor will
announce any changes in advance via D2L and/or e-mail.

TEXTBOOK: Castleberry, Stephen and Tanner, John (2019), *Selling: Building
Partnerships, 10th Edition*, McGraw-Hill Irwin, New York.

**COURSE
PREREQUISITE:** This course requires a minimum 2.50 cumulative GPA.

**COURSE
DESCRIPTION:** This course is an **approved Speaking Emphasis (SE) designation** course
that focuses on developing students' oral communication skills. It is
designed to introduce students to both the theory and practice of personal
selling. In this course, students are required to conduct product
demonstration, role plays, and sales-related writing assignments. This
course emphasizes the need for salespeople to adapt their selling strategies
to customer needs, buyer social styles, and relationship perspectives. Class
sessions include complete discussion of how sale is made through effective
oral communications.

**COURSE
OBJECTIVES:**

This course is designed to provide students with a comprehensive understanding of professional sales in today's fast-changing, competitive marketplace. This course is designed to assist students in building critical selling, negotiation, and sales presentation skills through product demonstration and role plays.

**DISTANCE
EDUCATION
STATEMENT:**

- (1) Students are expected to be competent in the use of computers, internet, email, and D2L.
- (2) Hardware requirements include a PC or Mac with sound capabilities and Internet access. The recommended computer configuration can be found at: <https://www.wcupa.edu/infoservices/resnet/computerConfig.aspx>
- (3) Software requirements include Internet Explorer/Safari/Firefox, Adobe Reader 8 or later, and Microsoft Office 2007 (Word/Excel/PowerPoint) or later.
- (4) All official course announcement will utilize WCU's webmail and/or D2L systems.
- (5) The course website on D2L will provide course materials such as PowerPoint presentations, videos, assignments, etc.
- (6) Students are expected to check email and D2L site on a frequent and consistent basis. Failure to access will not exempt individuals from the responsibilities associated with this course.
- (7) Students experiencing technological problems can contact the Student Help Desk:
Phone: (610) 436-3350
Location: Brandywine 003, ResNet
Online: <https://wcupa.edu/infoServices/helpSupport.aspx>

**GENERAL
EDUCATION
STATEMENT:**

MKT 340 is an approved Speaking Emphasis (SE) designation course in the WCU General Education program. To the end, this course is designed to meet the following General Education goals:

General Education Goal #1: Students will be able to communicate effectively.

Student learning outcomes (SLOs) relevant to this goal are: (SLO 1b) *Revise and improve written and/or presentations*, and (SLO 1c) *Express oneself effectively in presentations*. The following assignments contribute to the development of this goal: product demonstration, cold call role play, sales call role play.

General Education Goal #2: Students will be able to think critically and analytically.

Student learning outcome (SLO) relevant to this goal is: (SLO 2c) *Reach sound conclusions based on a logical analysis of evidence*. The following assignments contribute to the development of this goal: product demonstration, sales call role play.

UNDERGRADUATE PROGRAM STUDENT LEARNING OUTCOMES:

- (1) Students will understand and apply foundational and major-specific business concepts.
- (2) Students will use critical thinking to analyze business issues.
- (3) Students will use quantitative reasoning to analyze business issues.
- (4) Students will deliver professional oral presentations on business topics.
- (5) Students will write professionally about business topics.
- (6) Students will devise ethical solutions to business problems.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, students are expected to achieve the following learning outcomes:

- (1) Demonstrate a general awareness of the key role personal selling plays in a competitive business world;
- (2) Demonstrate a fundamental understanding of why and how business organizations make buying decisions;
- (3) Identify and describe the steps in a typical sales process to create value and achieve customer satisfaction;
- (4) Demonstrate a basic understanding of the importance of a mutually beneficial relationship with a customer;
- (5) Demonstrate the ability to apply personal selling skills in the process of obtaining customers;
- (6) Demonstrate oral communication skills that are important to career success;
- (7) Demonstrate a general awareness of the ethical, legal and social responsibilities of salespeople.

EVALUATION OF PERFORMANCE:

A total of 300 points (300 points =100%) are used for evaluating student performance in this course. 200 points (66%) out of the 300 total points are from 3 oral communication assignments.

Components	Points	General Education Learning Outcomes	Program Learning Outcomes	Course Learning Outcomes
Discussion Board Participation	40		PLO 1, 3, 4	CLO 2, 3, 5, 6
Product Demonstration	40	SLO 1b, 1c, 2c	PLO 2, 4, 5, 6	CLO 2, 3, 5, 6
Cold Call Role Play	60	SLO 1b, 2c	PLO 2, 4, 5, 6	CLO 2, 3, 5, 6
Sales Call Role Play	100	SLO 1b, 1c, 2c	PLO 2, 4, 5, 6	CLO 2, 3, 5, 6
Exams	60		PLO 2, 3, 5, 6	CLO 2, 4, 7
Total	300			

Discussion Board Participation: Students are expected to actively participate in 8 discussion board activities related to personal selling

topics. Student participation in discussion board activities throughout the semester will be evaluated. Students who receive full points are those extremely active and dedicated. If a student never intends to participate in discussions in a positive and voluntary manner, a 0 will be given. Students are expected to be polite, respectful, and professional in all course related discussions. **(40 points)**

Product Demonstration (First Oral Communication Assignment for Speaking Emphasis Course Objectives): The product demonstration requires a student to verbally describe the key product features and benefits of an assigned product scenario. In order to receive full grade, a student must demonstrate the product verbally in a recorded video. **See Appendix II.** Note: Students may add this video to their ePortfolio. **(40 points)**

Cold Call Role Play (Second Oral Communication Assignment for Speaking Emphasis Course Objectives): Students will apply their professional selling skills learned from the course in their hands-on practice of personal selling. Each student will conduct a simulated cold call with the instructor via Zoom. **See Appendix III. (60 points)**

Sales Call Role Plays (Third Oral Communication Assignment for Speaking Emphasis Course Objectives): To further practice verbal skills in personal selling, each student will conduct a simulated personal sales call with the instructor via Zoom. **See Appendix III. (100 points)**

Exams: The mid-term and final exams will be given on the basis of all the learning materials provided by the instructor in the course. The final exam will approximately cover the materials distributed or discussed in the second half of the course. Topics covered in the mid-term exam will not be repeated in the final exam but may be included as foundations, if necessary. **(30 × 2 = 60 points)**

GRADING SCALE: WCU official grading scale will be used for determining final grades.

SUBMISSION REQUIREMENTS: All required submissions must be turned in on D2L on or before the deadline, and are subject to Turnitin plagiarism checking. The required submissions must be computer-generated by *Microsoft Office*. For the consideration of full credit, please make sure that all requirements for the submissions are followed.

Without legitimate reasons, the following rules will apply to late submissions, including hardcopies and/or softcopies:

Within 24 hours	80%
Within 48 hours	50%

After 48 hours 0

Late submissions with legitimate excuses will be given full credit. However, late works must be submitted within a reasonable period. Please do not place documents in the mailbox or office without consent. It will not be counted as formal submission. The instructor will not be responsible for any loss of documents that are not submitted in accordance to the rules set forth.

**ACADEMIC
DISHONESTY:**

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website.

The instructor will comply with all regulations governing the academic ethics of students as outlined by the university. All students are expected to familiarize themselves with these definitions and policies. Student assignments will be scrutinized through advanced anti-plagiarism software. If a student is associated with any degree of academic dishonesty, the instructor will report the cases to University Judiciaries for further action. However, by doing so, the instructor does not in any way relinquish the right to assign a grade in the course.

**ELECTRONIC MAIL
POLICY:**

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

**EMERGENCY
PREPAREDNESS:**

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit

www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at (610) 436-3311.

ADA ACCOMMODATIONS:

In compliance with the Americans with Disabilities Act (ADA), all students who have a documented disability are entitled to reasonable academic accommodations.

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations to the instructor as soon as possible. Accommodations cannot be granted retroactively. If you would like to know more about the Office of Services for Students with Disabilities (OSSD), please contact:

Office of Services for Students with Disabilities (OSSD)
 223 Lawrence Center, West Chester, PA 19383 (Mondays – Fridays, 8:30 a.m. – 4:30 p.m.)
 Phone: (610) 436-2564
 Fax: (610) 436-2600
 Email: ossd@wcupa.edu
 Website: www.wcupa.edu/ussss/ossd

REPORTING INCIDENTS OF SEXUAL VIOLENCE (TITLE IX):

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

APPENDIX I
 TENTATIVE SCHEDULE

<i>Week</i>	<i>Topic</i>	<i>Activities</i>
1	Introduction and Syllabus	<ul style="list-style-type: none"> • Introduction of Course • Overview of Activities • Speaking Assignments Schedule

	Module 1	<ul style="list-style-type: none"> • Ch. 1, 2 Chapter Overview • What Is Personal Selling • Overview of Oral Communication and Presentation Skills • Achieving Sales Excellence (Discussion Board Activity 1)
2	Module 2	<ul style="list-style-type: none"> • Ch. 3, 4 Chapter Overview • Product Demonstration: Introduction • Product Demonstration: Instruction/Examples • Sales Career Discussion (Discussion Board Activity 2)
3	Module 3	<ul style="list-style-type: none"> • Ch. 5, 6, 7 Chapter Overview • Product Demonstration Discussion: Critical Verbal Skills (Discussion Board Activity 3) • Product Demonstration: Coaching Zoom Meeting • Product Demonstration: Zoom Q&A
4	Module 4	<ul style="list-style-type: none"> ➤ <u>Product Demonstration Video Due 11:59 PM Tuesday</u> • Ch. 8, 9 Chapter Overview • Product Demonstration: Instructor Feedback • Product Demonstration: Preparing Second Attempt for Improvement ➤ <u>Improved Product Demonstration Video Due 11:59 PM Saturday</u>
5		<ul style="list-style-type: none"> • Cold Call Role Play: Introduction • Cold Call Role Play: Instruction/Examples • Cold Call Role Play Discussion: Relationship Building Skills (Discussion Board Activity 4) • Cold Call Role Play: Coaching Zoom Meeting • Cold Call Role Play: Zoom Q&A ➤ <u>Cold Call Role Play First Interactive Session (Wednesday to Friday)</u>
6		<ul style="list-style-type: none"> ➤ <u>Cold Call Role Play Second Interactive Session (Monday to Thursday)</u> ➤ <u>Self-Evaluation #1 Due 11:59 PM Friday</u> • Cold Call Role Play: Debrief
7	Mid-Term Exam	<ul style="list-style-type: none"> • Cold Call Role Play: Instructor Feedback • Cold Call Role Play: Preparing Second Attempt for Improvement • Mid-Term Exam on D2L (Ch. 1-9) ➤ <u>Improved Cold Call Role Play Makeup Session (Wednesday to Friday)</u>

8	Module 5	<ul style="list-style-type: none"> • Ch. 10, 11 Chapter Overview • Sales Technology Discussion (Discussion Board Activity 5) • Sales Call Role Play: Introduction • Sales Call Role Play: Instruction/Examples • Sales Call Role Play: Sales Call Preparation Tips
9	Module 6	<ul style="list-style-type: none"> • Ch. 12, 13 Chapter Overview • Sales Call Role Play: Writing Sales Letter • Sales Call Role Play: Zoom Q&A • Customer Information Management Discussion (Discussion Board Activity 6)
10	Module 7	<ul style="list-style-type: none"> • Ch. 14, 15 Chapter Overview • Sales Call Role Play Discussion: Critical Opening and Questioning Skills (Discussion Board Activity 7) • Sales Call Role Play: Coaching Zoom Meeting 1 • Sales Call Role Play: Zoom Q&A
11		<ul style="list-style-type: none"> • Sales Call Role Play Discussion: Critical Answering and Closing Skills (Discussion Board Activity 8) • Sales Call Role Play: Coaching Zoom Meeting 2 • Sales Call Role Play: Zoom Q&A ➤ <u>Sales Call Preparation Document Due 11:59 PM Wednesday</u> ➤ <u>Sales Call Role Play First Interactive Session (Thursday to Friday)</u>
12		➤ <u>Sales Call Role Play Second Interactive Session (Monday to Friday)</u>
13		<ul style="list-style-type: none"> ➤ <u>Sales Call Role Play Third Interactive Session (Monday)</u> ➤ <u>Self-Evaluation #2 Due 11:59 PM Tuesday</u> • Sales Call Role Play: Debrief • Cold Call Role Play: Instructor Feedback • Cold Call Role Play: Preparing Second Attempt for Improvement
14		• Thanksgiving Break
15	Module 8	<ul style="list-style-type: none"> • Ch. 16, 17 Chapter Overview • Summary of Course ➤ <u>Improved Sales Call Role Play Makeup Session (Tuesday to Friday)</u> • Course and Grade Q&A • Feedback to Instructor
16	Final Exam	• Final Exam on D2L (Ch. 10-17)

APPENDIX II PRODUCT DEMONSTRATION

Every student has 20-25 minutes for their product demonstration video. No note card should be used. The organization and style of the product demonstrations should be chosen based on individual discretion. A product demonstration shows the customer how and why a product can be of benefit. An effective product demonstration is important because:

- (1) It gets the customer actively involved in the different aspects of the product.
- (2) It creates a desire to buy the product. Often, customers may want a product but must be convinced that they need the product before making the purchase. An effective product demonstration shows why the item is useful to customers.
- (3) It shows the customer proof of the product's features and benefits. A good product demonstration proves to the customer that you have given an accurate description of the advantages of purchasing the item.

Here are some important guidelines to help you make your product demonstration:

Understand customer needs. How will you know which product features will interest your customers the most? You can predict customers' current and future problems using a friendly, courteous approach to remind customers of their needs.

Choosing the right product features to highlight. You have questioned the customer to find out what s/he needs, and you have selected the number and type of products to demonstrate. Usually, there is not time to demonstrate every feature of every product. Also, most customers do not consider all features important for their intended use of the product.

Determine product benefit. Demonstrate to the customer how s/he will use the product. The customer's intended use will help you select which product benefit(s) to show.

Coaching for the product demonstration will be offered through 3 methods: (1) recorded instructions and videotaped examples; (2) virtual discussion on critical skills; and (3) one-on-one coaching session via Zoom.

The production demonstration video must be submitted on D2L by the deadline. A rubric will be used to evaluate student performance in the product demonstration.

Feedback and suggestions for improvement will be provided by the instructor to every student. An improved product demonstration video may be turned in to make up 30% of the grade.

Product Demonstration Options:

<i>Case Number</i>	<i>Type</i>	<i>Team Name/Sales Industry</i>
1	B2C	Tom James /Clothing
2	B2C	Liberty Mutual /Financial Services
3	B2C	Mattress Firm /Bedding Products
4	B2B	CB Richard Ellis /Commercial Real Estate Services

5	B2B	Texas Monthly /Advertising and Sales Promotion
6	B2C	Pulte Group /Home Building and Financing
7	B2B	Salesforce.com /CRM Solutions
8	B2B	Hilti Corp /Construction Products and Services
9	B2B	Ecolab /Cleaning Products and Services
10	B2C	Marriott /Convention Services

APPENDIX III
COLD CALL AND SALES CALL ROLE PLAYS

Formalized simulation exercises in which students role play a salesperson calling on a specific buyer have become the top-ranked sales training tool in the sales industry. In a learning environment, role play can be a very effective tool. The tenet “I hear and I forget, I see and I remember, I do and I understand” is very applicable in a professional selling class. Replicating these experiential exercises in selling classes provides students with multiple benefits, including:

- (1) enhanced comprehension and understanding;
- (2) increased confidence in actually using professional selling techniques; and
- (3) mastery of the concepts and activities, which is an advantage over peers when beginning business career.

Accordingly, we carry out two sales role plays during the course. **A case scenario and the role play instruction will be given by the instructor on D2L at the beginning of the semester.**

Cold Call Role Play: Information Gathering from Gatekeeper

The purpose of this exercise is to develop your questioning and sales call preparation skills. In this role play you will be making a cold call. It takes detailed preparation and great effort to find a new customer. An important part of the preparation is to arrange a sales call with the right person in the buying firm. In the cold call, you will talk to the gatekeeper about a possible buyer-seller agreement. This is a new account (no purchase history from you). Your goal is to set up an appointment with a gatekeeper, and to gather information from the gatekeeper that will help you in your upcoming sales call. Prior to the cold call, you will develop a set of questions designed to collect relevant information. Each student has around 10 minutes to ask questions and set up an appointment. You will not be allowed to continue beyond 15 minutes. Finishing the cold call within 5 minutes will also cause significant reduction of grade.

Coaching for the cold call will be offered through 3 methods: (1) recorded instructions and videotaped examples; (2) virtual discussion on critical skills; and (3) one-on-one coaching session via Zoom.

The cold call will be conducted with the instructor one-on-one via Zoom. A rubric will be used to evaluate student performance in the cold call. After your cold call role play, you will need to evaluate your performance. It is desired that you confirm your strengths and realize your mistakes, and then find ways to improve your performance.

The self-evaluation paper will be a minimum of 400 words. In the paper, you should address in detail (1) review of the entire process; (2) your strengths; (3) your weaknesses and mistakes; and

(4) improvements to be made. Your grade will be higher when you can point out more problems or areas subject to improvement, reflecting a better understanding of the sales practice.

Feedback and suggestions for improvement will be provided by the instructor to every student. An improved cold call may be conducted with the instructor to make up 30% of the grade. See schedule.

Sales Call Role Play: Closing Sales with Buyer

The purpose of this exercise is to further develop your advanced one-on-one selling skills. Once you have scheduled a sales meeting with the buyer, you will need to make a formal sales call. For this role play scenario, you will need to close the sales with the buyer firm's decision maker. This means you will go through the entire sales call process, starting with intensive preparation. You will be graded on your skills related to all aspects of the sales process, including (but not limited to) approach/opening, need discovery, sales presentation, handling objections/negotiations, and closing/servicing the sale. It is important to be professional, enthusiastic, relaxed, and creative. You will have to improvise responses. You will have around 20 minutes for your interaction with the decision maker. You will not be allowed to continue beyond 25 minutes. Finishing the sale call within 15 minutes will also cause significant reduction of grade.

Prior to your sales call role play, you will submit a written report used for sales call preparation. The written report will include the following parts:

- **Planning information.** Summarize the information gathered from the cold call. Please focus on the directly relevant information gathered when you asked the questions. Do not list the questions and answers.
- **Sales call objectives.**
- **FAB analysis.** Outline your products' features, advantages, and benefits and specify how you plan to present the FABs to the buyer.
- **SPIN questions.** Specify the questions you will use to learn about your prospect's needs.
- **Anticipated objections and effective response methods.** Specify possible objections the buyer may use during the sales call and how you will handle them by utilizing some effective techniques.
- **Closing and terms.** Specify how you close and the terms to be discussed with the buyer.

Coaching for the sales call will be offered through 3 methods: (1) recorded instructions and videotaped examples; (2) virtual discussion on critical skills; and (3) one-on-one coaching session via Zoom.

The sales call will be conducted with the instructor one-on-one via Zoom. A rubric will be used to evaluate student performance in the sales call. After your sales call role play, you will need to evaluate your performance. It is desired that you confirm your strengths and realize your mistakes, and then find ways to improve your performance.

The self-evaluation paper will be a minimum of 500 words. In the paper, you should address in detail (1) review of the entire process; (2) your strengths; (3) your weaknesses and mistakes; and

(4) improvements to be made. Your grade will be higher when you can point out more problems or areas subject to improvement, reflecting a better understanding of the sales practice.

Feedback and suggestions for improvement will be provided by the instructor to every student. An improved sales call may be conducted with the instructor to make up 30% of the grade. See schedule.

Appendix 2 Sample Assignments and Rubrics

	Page
1. PowerPoint Presentation Assignment and Rubric (SPK 208 – Public Speaking)	31
2. Ceremonial Speech Assignment and Rubric (COM 309 – Principles and Practice of Public Speaking II)	33
3. Sample General Speaking Rubric	35
4. Sample Video-Taped Speaking Rubric	37
5. Sample Debate Rubric	38
6. Sample Informative Speech Rubric	39
7. Sample Sales Call Rubric	40

1. PowerPoint Presentation Assignment and Rubric (SPK 208 – Public Speaking, Professor: David G. Levasseur, Ph.D.)

Oral Communication Skills Developed in This Assignment:

- Overcoming speech anxiety in public presentations (SLO 1)
- Skills in adapting to public speaking situations (i.e. speeches cannot be approached like written communication [SLO 2]).
- Skills in effectively organizing a public speech (SLO 3).
- Skills in effectively utilizing support materials in a public speech (SLO 5).
- Skills in effectively delivering a public speech (SLO 6).
- Skills in effectively deploying PowerPoint as an accompaniment to a public speech (SLO 7).
- Skills in effective informative speaking (SLO 8).
- Developing and improving upon the above skills through repeated coaching (SLO 11).
- Overall skills in expressing yourself effectively in oral presentations (SLO 13)

The Speech Setting/Topic:

Your SPK 208 class has been very fortunate. The class has just won the International Public Speaking Travel Extravaganza Giveaway that is sponsored by *Travel & Leisure Magazine* (OK, I just made that up, but it sounds pretty cool, doesn't it?). As part of this travel extravaganza giveaway, *Travel and Leisure Magazine* will pay for the class to travel (travel includes air fare, lodging, sightseeing fees and/or activity fees for a one week period) to any travel destination of our choosing!

Now, the class just needs to decide where to go.

That's where this exercise comes in. For this exercise, you are to prepare a short (1-3 minute) speech in which you make a pitch to the class as to where you think we should go for our travel.

Non-Requirements:

- You do **not** need to have a speech introduction (you can simply start off with your *thesis* and then you can move right into your argument for your travel destination).
- You **may or may not** wish to include a *preview* (if you only develop one point – then there is no need for a preview, if you develop more than one point – then a preview would be a nice touch).
- You do **not** need to turn in any outline.

PowerPoint Requirements:

- For this exercise speech, you must create and show at least 3 PowerPoint slides (but no more than 5 PowerPoint slides).
- The slides you have prepared must be uploaded onto D2L **at least 3 hours (by 8am)** before the start of class on the day you present your brief speech. Files should be uploaded in the D2L Dropbox into the folder labelled PowerPoint Exercise Slides. If you run into any difficulty uploading your slides, then simply email them to your instructor at dlevasseur@wcupa.edu to ensure that they arrive on time.
- If your PowerPoint Slides are uploaded/emailed after the 8am deadline, then you will receive a -5 point deduction to your overall grade on this exercise.

Grading Rubric (20 Points)

PowerPoint Slides (10 Points): Do your slides adhere to the guidelines discussed in the course lecture on using PowerPoint effectively?

Delivery (10 Points): Does your speech delivery adhere to the guidelines for effective delivery (that have been discussed throughout the class) as well as to the guidelines for effective delivery when working with slides (discussed during the PowerPoint lecture)?

Bonus Points: For the top three destinations chosen by the class (the class will actually take a vote on its preferred destinations), speakers will receive +3 bonus points towards their overall SPK 208 grade.

Grading Breakdown

PowerPoint Slides _____/10

- ___ needed to be larger.
- ___ needed to be simpler.
- ___ needed to be more visual.
- ___ visuals needed to be more integrated with message.
- ___ needed to work with visual more effectively.
- ___ should use “builds” with your slides.
- ___ should talk less to slides (more to audience).

Delivery _____/10

- ___ Need to hold direct eye contact with your audience.
- ___ Need to hold direct eye contact with audience members for complete thoughts.
- ___ Need to have smooth gestures.
- ___ Need to avoid improper stances (fig leaf, etc.).
- ___ Need to use your whole arm when gesturing.
- ___ Need to have more gestures.
- ___ Need to avoid clutching your hands together or clutching your note cards with both hands.
- ___ Need to move at transitional points.
- ___ Need to avoid movement at non-transitional points
- ___ Need to move properly (take a few brisk steps).
- ___ Need to stand an appropriate distance from your audience.
- ___ Need more vocal variety.
- ___ Need more enthusiasm.
- ___ Need to talk less to slides (more to audience).

2. Ceremonial Speech Assignment and Rubric (COM 309 – Principles and Practice of Public Speaking II, Professor: David G. Levasseur, Ph.D.)

Oral Communication Skills Developed in This Assignment:

- To develop advanced knowledge on how to use language to maximize your rhetorical impact (SLO 1).
- To develop an ability to effectively use stories and metaphors in public speeches (SLO 2).
- To develop an advanced understanding of public speaking delivery skills (SLO 3).
- To develop an understanding of each student's unique strengths and weaknesses as a public speaker (SLO 4).
- To strengthen ceremonial speaking skills (SLO 6).
- To revise and improve upon oral presentation skills through repeated coaching (SLO 9).
- To demonstrate an ability to express yourself effectively in oral presentations (SLO 11).

Topic: Each Spring semester, West Chester University chooses a student commencement speaker for its graduation ceremony. Because of your academic excellence, your supreme oratorical abilities, and your wonderful personality, you are to assume that the University has selected you as its student speaker.

Style Requirements: In this speech you will use at least **4 schemes** and **2 tropes**. In the typed outline of your speech, you should include and identify these rhetorical figures.

Speech Manuscript: At the end of the day in which you give your speech, you will turn in a typed manuscript of the speech. This manuscript should contain your verbal delivery cues. In addition, in this manuscript you must identify (these identifications do not need to be typed--you can write them in after you have given your speech):

- (1) the **speech thesis**;
- (2) the **speech preview**;
- (3) **transitions** between major points in the speech;
- (4) the **speech summary**; and
- (5) **all rhetorical figures** (identify the figures by their specific names. For instance, if you utilize antithesis, put "(antithesis)" in the margin of the manuscript where the figure occurs).

As with all good speech manuscripts, your manuscript should adhere to the various guidelines for a good speech manuscript that are outlined in the course lecture on this topic, such as speech manuscripts should have ample spacing between lines, should contain delivery markings, should not continue sentences across two separate pages, etc.

Time Requirements: The speech should be **5 to 7 minutes in length**. Speakers will be allowed to speak for 7 minutes and 30 seconds without any penalty. However, speakers who pass beyond this limit will be docked 3 points for every 30 seconds (e.g. if you go 7:31 you will lose 3 points, if you go 8:01 you will lose 6 points, etc.). Speakers will be stopped at 9:00 minutes.

Grading Rubric

I. Introduction (15 points)

- Do you have an attention getting introduction?
- Does your attention-getting step adequately set up the topic of your speech?

II. Speech Organization (15 points)

- Does your speech have a clear thesis?
- Does your speech have a clear preview?
- Does your speech have clear transitions between your points?
- Does your speech have a clear summary?

III. Body (30 points)

- Is your speech body interesting?
- Is your speech body entertaining (do you utilize any humor)?
- Does the content of your speech make the audience feel good about what they have accomplished?
- Does the content of your speech make the audience feel even better about where they are headed?
- Does the content of your speech establish a meaningful theme.
- Does your speech body contain any vivid examples/stories?
- Do you incorporate any quotations into your speech?
- Do you avoid abstract platitudes in the body of your speech?
- Do you avoid impersonal observations in the body of your speech?
- Do you avoid controversial content in the body of your speech?

IV. Schemes & Tropes (20 points)

- Do you have the requisite of number of schemes and tropes?
- Do you have more than the requisite number of schemes and tropes?

- Do you have a mix of different types of schemes?
- Do you maximize the impact of your schemes through balance, brevity, tricolon, etc?
- Do you have some prominent, quotable lines in your presentation?

V. Closing (10 points).

- Do you have a strong closing (clincher) for the speech?

VI. Delivery (20 points)

- Do you have adequate eye contact with your audience?
- Do you follow the delivery techniques we discussed in class?
- Do you seem enthusiastic in your speech delivery?
- Do you seem both serious and having fun while delivering your speech?
- Are you dressed in “professional” attire?

VII. Manuscript (15 points)

- Does your manuscript meet all the criteria outlined in this assignment?

3. Sample General Speaking Rubric

	Excellent	Average	Needs Improvement
Organization			
<i>Basic Introduction Elements</i>	<input type="checkbox"/> Attention-getter effectively introduces the speech while grabbing the audience’s attention in a compelling, unique, and inviting manner.	<input type="checkbox"/> Attention-getter is clearly identifiable, but does not grab the audience’s attention in a compelling, unique, or inviting manner.	<input type="checkbox"/> Attention-getter is below average—it is not present, not well-developed or is completely unrelated to the speech topic.
	<input type="checkbox"/> The central idea , or thesis, statement articulates an argument that clearly reflects the rhetorical purpose of the speech.	<input type="checkbox"/> The central idea , or thesis, statement is ambiguous or unfocused, or does not clearly reflect the purpose of the speech.	<input type="checkbox"/> There is no clear central idea , or thesis, statement.
	<input type="checkbox"/> Effective in establishing why the message is relevant and relates to the audience.	<input type="checkbox"/> Does not clearly establish why the message is relevant and relates to the audience.	<input type="checkbox"/> There is no statement regarding relevance or relation of topic to audience.
	<input type="checkbox"/> Speaker effectively establishes credibility and goodwill to speak on the topic	<input type="checkbox"/> Speaker cites credentials or research, but not effectively establish credibility and goodwill to present the topic.	<input type="checkbox"/> There is no credibility and goodwill statement.
	<input type="checkbox"/> Preview briefly identifies each main point, in the order in which they will be presented in the speech.	<input type="checkbox"/> Preview sets up each main point, but is hard for the audience to identify, or is not presented in the same order as the main points.	<input type="checkbox"/> There is no preview , or the preview is presented in a broad, generalized statement.
<i>Well Organized Speech Body</i>	<input type="checkbox"/> Main points are completely formed arguments that support the central idea, or thesis. Effectively use an easily identifiable organizational pattern (topical, motivated sequence, etc.) appropriate for the speech’s purpose.	<input type="checkbox"/> Main points are clearly identifiable, but are not arranged according to a specific pattern, or do not clearly support the central idea, or thesis.	<input type="checkbox"/> Main points are not identifiable, do not support the central idea, or thesis, and/or are not arranged according to a specific pattern.
	<input type="checkbox"/> Connectives use easily identifiable transitions (transitions, internal preview, internal summaries, and signposts) and effectively signal to the audience that you are moving from one part of the speech to the next.	<input type="checkbox"/> Connectives are clearly identifiable, but could be stronger	<input type="checkbox"/> Connectives are not present or are hard to identify – they do not use transitions, internal previews, internal summaries, and signposts.

Basic Conclusion Elements	<input type="checkbox"/> Briefly summarizes each main point, in the order they were presented in the speech.	<input type="checkbox"/> Summarizes each main point, but not in the order they were presented in the speech.	<input type="checkbox"/> There is no summary , or summary is presented in a broad, generalized statement.
	<input type="checkbox"/> If appropriate to the speech's purpose, clearly and effectively asks the audience to take action .	<input type="checkbox"/> Action request is ambiguous, or not directed towards a specific audience.	<input type="checkbox"/> There is no clear request for action .
	<input type="checkbox"/> Clincher effectively concludes the speech while leaving a lasting impression in a compelling and unique manner.	<input type="checkbox"/> Clincher is identifiable, but does not leave a lasting impression.	<input type="checkbox"/> There is no clear clincher , and/or the speech ends abruptly.
Content			
Thorough Development of Content	<input type="checkbox"/> Effectively focuses the topic and content of the speech toward a specific audience .	<input type="checkbox"/> Either the topic or the content does not take the audience into consideration.	<input type="checkbox"/> The audience is not taken into consideration.
	<input type="checkbox"/> Arguments are well developed . Main points are fully formed and support the thesis; sub-points effectively support the arguments in the main points and central idea, or thesis.	<input type="checkbox"/> Arguments are ambiguous , unfocused, or do not support the thesis; or sub-points do not effectively support the arguments in main points.	<input type="checkbox"/> Arguments are unclear , or do not support the central idea, or thesis.
	<input type="checkbox"/> Uses supporting materials (analogy, example, definition, narrative, statistics, testimony) that are excellent in quality , which effectively build audience interest, enhance understanding, win audience agreement, and evoke emotion. Exceeds expectations in quantity and variety expected for the assignment.	<input type="checkbox"/> Uses supporting materials (analogy, example, definition, narrative, statistics, testimony) that are appropriate in quality, which build audience interest, enhance understanding, win audience agreement, and evoke emotion. Incorporates at least the quantity and variety expected for the assignment.	<input type="checkbox"/> Uses supporting materials (analogy, example, definition, narrative, statistics, testimony) that are inappropriate in quality , they fail to build audience interest, enhance understanding, win audience agreement, and evoke emotion. Speech lacks the quantity and variety expected for the assignment.
	<input type="checkbox"/> Ethically uses evidence derived from current, relevant high-quality research. Orally cites at least the required number of sources ; context of the citations is very clear.	<input type="checkbox"/> Ethically uses evidence derived from current, relevant high-quality research, and cites at least the required number of sources, or the context of the citations is not clear.	<input type="checkbox"/> Evidence provided is derived from poor-quality sources; few if any sources are cited; or there is no attempt to create context for sources cited.
	<input type="checkbox"/> Word choice is appropriate for both the speaker and audience and builds credibility. Language use is vivid and effectively expresses your own ideas.	<input type="checkbox"/> Word choice is appropriate for the speaker and the audience; but language use does not vividly or effectively express your own ideas.	<input type="checkbox"/> Word choice is not appropriate and/or language use is not vivid or effective.
	<input type="checkbox"/> Audio/visual aids (required for the informative speech) greatly improve listener memory or comprehension, and add to speaker credibility.	<input type="checkbox"/> Audio/visual aids improve listener memory or comprehension, but could be improved.	<input type="checkbox"/> Audio/visual aids are distracting and do not improve listener memory or comprehension.
	<input type="checkbox"/> Stays within required time limits.		<input type="checkbox"/> Does not stay within required time limits.
Delivery			
Effective Presentation Style	<input type="checkbox"/> Makes effective and appropriate appearance choices including clothing (business-casual) and grooming.	<input type="checkbox"/> Appearance , clothing, or grooming are not quite appropriate.	<input type="checkbox"/> Clearly inappropriate appearance choices for the assignment.
	<input type="checkbox"/> Maintains direct eye contact in a way that engages and interacts with the audience. Delivers one complete thought to one person before moving on.	<input type="checkbox"/> Makes some eye contact , but is not fully engaged because of notes distraction; or only directs eye contact to part of the audience.	<input type="checkbox"/> Makes little to no eye contact .
	<input type="checkbox"/> Effectively uses an extemporaneous delivery with limited notes that supports/enhances other delivery elements.	<input type="checkbox"/> Uses notes rather than a manuscript, but remains tied to notes in a way that interferes with other delivery elements.	<input type="checkbox"/> Reads from a word-for-word manuscript , or memorizes a word-for-word script, inhibiting other delivery elements.

<input type="checkbox"/>	Facial expressions are appropriate and reflect engagement with the audience.	<input type="checkbox"/>	Facial expressions are appropriate.	<input type="checkbox"/>	Facial expressions are ineffective.
<input type="checkbox"/>	Physical gestures and/or movement emphasize important points and/or transitions, engage listeners, reflect a speaker who is comfortable and at ease.	<input type="checkbox"/>	Speaker makes an effort with gestures and/or physical movement , but they do not serve to engage listeners or reinforce the message.	<input type="checkbox"/>	Gestures and/or movements are overly distracting; or speaker does not demonstrate effective movement and gesturing.
<input type="checkbox"/>	Volume is appropriate to the room and the mood.	<input type="checkbox"/>	Volume is too strong or too soft, or is not appropriate to the mood.	<input type="checkbox"/>	Speaker cannot be heard, or overwhelms the room.
<input type="checkbox"/>	Speaking rate is appropriate and effective.	<input type="checkbox"/>	Speaking rate is a bit too fast or slow.	<input type="checkbox"/>	Rate is either so speedy that the words cannot be understood, or is uncomfortably slow.
<input type="checkbox"/>	Overall enunciation and pronunciation of specific words is professional and effective.	<input type="checkbox"/>	Enunciation makes it hard to distinguish words in part of the speech; pronunciation of complex terms is incorrect.	<input type="checkbox"/>	Poor enunciation throughout speech, pronunciation of basic terms is incorrect.
<input type="checkbox"/>	Vocal tone and pitch adds warmth and color to the delivery, making the voice interesting and enticing.	<input type="checkbox"/>	Speaker has some variety , but could use improvement.	<input type="checkbox"/>	Speaker uses a monotone delivery style or distracting vocal elements .
<input type="checkbox"/>	Speaker maintains a conversational delivery that flows throughout the speech.	<input type="checkbox"/>	Speaker achieves conversational delivery at times, but needs consistency.	<input type="checkbox"/>	Delivery is not conversational .
<input type="checkbox"/>	Speaker/group is consistently enthusiastic .	<input type="checkbox"/>	Displays some enthusiasm .	<input type="checkbox"/>	Speaker is not enthusiastic .
<input type="checkbox"/>	Speaker/group is consistently confident .	<input type="checkbox"/>	Exhibits some confidence .	<input type="checkbox"/>	Speaker is not confident .

4. Sample Video-Taped Speaking Rubric

Name: _____

Speech: _____

Time limit: _____

Actual time: _____

	Needs Improvement			Excellent	
INTRODUCTION					
Identified self and purpose	1	2	3	4	5
BODY					
Main points are clear/distinct	1	2	3	4	5
Utilized a distinct organizational pattern	1	2	3	4	5
Smooth transitions	1	2	3	4	5
CONCLUSION					
Main points were clearly summarized	1	2	3	4	5
Effective parting shot	1	2	3	4	5
PHYSICAL DELIVERY					
Attire appropriate to the presentation	1	2	3	4	5
Poised stance	1	2	3	4	5

Effective eye contact	1	2	3	4	5
Appropriate use of gestures	1	2	3	4	5

VOCAL DELIVERY

Word Usage	1	2	3	4	5
Conversational	1	2	3	4	5
Volume appropriate	1	2	3	4	5
Rate	1	2	3	4	5

OVERALL

Confidence	1	2	3	4	5
Within time limit	1	2	3	4	5
Held audience’s interest	1	2	3	4	5

Total points: _____

5. Sample Debate Rubric

PERFORMANCE	GOOD	ACCEPTABLE	UNACCEPTABLE
Oral Argument	Follows the 4-step method most of the time	Follows 4-step method some of the time	Never follows the 4-step method
Written Argument	Outline is typed, clear, complete and convincing	Outline is clear and complete, or convincing	Outline is unclear or incomplete, and unconvincing
Refutation	Strong direct challenges to opposing arguments	Some effort to directly challenge opposing arguments	No effort to directly challenge opposing arguments
Cross Examination	Gains ground when asking questions; doesn’t lose ground when answering	Asks “enough” relevant questions; doesn’t lose any significant ground when answering	Doesn’t ask “enough” relevant questions
Evidence	Turns in 20 “good cards” from 5 “good sources” after the debate	Turns in at least 14 “good cards” from at least 3 “good sources after the debate	Doesn’t turn in 14 “good cards” after the debate

GRADES

A = All “good” ratings

B = At least two “good” ratings; no unacceptable ratings

C = One unacceptable rating; or less than two “good” ratings

D = Two unacceptable ratings
 F = Three unacceptable ratings

6. Sample Informative Speech Rubric

	Need Improvement			Excellent	
Introduction					
Attention-getter was effective	1	2	3	4	5
Central idea was clear and appropriate	1	2	3	4	5
Speaker established topic relevancy	1	2	3	4	5
Speaker established credibility	1	2	3	4	5
Main points were previewed	1	2	3	4	5
Body					
Main points are clear/distinct	1	2	3	4	5
Sub-points clearly supported the main points	1	2	3	4	5
Utilized a distinct organizational pattern	1	2	3	4	5
Smooth transitions & signposts	1	2	3	4	5
Pathos and logic					
Used interesting supporting materials	1	2	3	4	5
Evidence and reasoning were logical and clear	1	2	3	4	5
Sources were relevant, current, and credible	1	2	3	4	5
Oral citations were clear, complete, and correct	1	2	3	4	5
Conclusion					
Main points were clearly summarized	1	2	3	4	5
Effective parting shot	1	2	3	4	5
Vocal Delivery					
Volume and rate	1	2	3	4	5
Pitch and variety	1	2	3	4	5
Articulation and pronunciation	1	2	3	4	5
Physical Delivery					
Eye contact	1	2	3	4	5
Posture	1	2	3	4	5
Body movements (including gesture)	1	2	3	4	5
Overall					
Visual aids were effective and appropriate	1	2	3	4	5
Limited notes enhance extemporaneous delivery	1	2	3	4	5

Comments:

TOTAL POINTS: _____/115

7. Sample Sales Call Rubric

	Rating and Comments (5=Excellent)
Approach	
Manage a smooth approach/opening with rapport building.	1 2 3 4 5
Company and personal introductions are clear, impressive.	1 2 3 4 5
The purpose of sales call is addressed.	1 2 3 4 5
Need Discovery	
Use a series of questions to let the prospect recognize own needs.	1 2 3 4 5
Questions are expressed nicely so prospect is not interrogated.	1 2 3 4 5
Respond to prospect's needs using need-satisfaction techniques.	1 2 3 4 5
Sales Presentation	
Present product features and benefits to address prospect's needs.	1 2 3 4 5
Use selling tools to demonstrate features and benefits.	1 2 3 4 5
Summarize key points to ensure shared understanding.	1 2 3 4 5
Negotiation	
Handle objections and concerns effectively with positive attitude.	1 2 3 4 5
Manage negotiation to achieve win-win outcome.	1 2 3 4 5
Attempt to trial close.	1 2 3 4 5
Closing	
Ask for the order when appropriate.	1 2 3 4 5
Explain ordering process after obtaining commitment.	1 2 3 4 5
Servicing the Sale	
Discuss post-sale follow-through.	1 2 3 4 5
Discuss post-sale follow-up to achieve relationship goals.	1 2 3 4 5
Show appreciation.	1 2 3 4 5
Overall	
Appropriate eye contact, natural gestures and body language.	1 2 3 4 5
High level of interest and concern for prospect.	1 2 3 4 5
Talk in a conversational, energetic voice.	1 2 3 4 5

