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**Student Information Sheet**

Student ID ________________________________________  Class Day/Time: ________________

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
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Telephone: ________________________________________

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<thead>
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<th>Cell Phone</th>
<th>Home</th>
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SPC Email Address: __________________________________

Other Email Address: __________________________________

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<tbody>
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<table>
<thead>
<tr>
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<th>Phone Number</th>
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Classification (circle one):  Freshman  Sophomore  Other

Major: ________________________

Please describe your previous communication training and experience:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Please describe any specific problems, which may affect your success in this course:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Please list your special skills/talents (i.e. music, art, computer skills, etc.):

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
SPCH 1321-501 Student Agreement Form

After you have read the Syllabus and Calendar, you must sign this form and submit it to Professor Cearley before the end of the first class session.

I have read the Syllabus and Calendar, and I agree to abide by the rules of these documents.

Printed Name and Complete Student Identification Number (not just the last four numbers):

______________________________________________________________________

Signature and Date – Make sure to write legibly. If I cannot read your signature, I will ask you to resubmit the form:

______________________________________________________________________

I must be able to read every letter of your signature. If I cannot, I will not consider this document valid.

If you do not know your complete student ID number, go to CampusConnect and look in the upper right corner where your photograph is. Your 9-digit ID number is in that area.

Professor Cearley will provide a copy of your signed form to you via email attachment so that you can retain a copy for your records.

This is your first in-class assignment. Failure to sign this agreement and submit it to Professor Cearley will result in your being dropped from the class.
Class Syllabus

**Department:** Communication Department  
**Discipline:** Speech Communication  
**Credit:** 3 hours

**Instructor:** Shelby Cearley  
**Phone:** 806-891-7960  
**Fax:** 806-894-8667  
**Email:** scearley@southplainscollege.edu  
**Class Website:** http://speech1321.wordpress.com

This course satisfies a core curriculum requirement in Speech.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Available Formats</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no prerequisites for this course.</td>
<td>Conventional, Hybrid, TV</td>
<td>Levelland, Reese, ATC, Plainview</td>
</tr>
</tbody>
</table>

**Textbook:**  
*Communicating at work: Principles and practice for business and the professions* (10\textsuperscript{th} ed.), R.B. Adler & J.M. Elmhurst, McGraw-Hill

**Supplies:**  
1. Textbook  
2. Student Workbook  
3. One audio recording device  
4. Notebook(s) & writing utensil(s)  
5. Choice of sensory aid materials for oral presentations

**Course Description:** This course includes the basic principles of speech applied to communications in business and professional settings. The course emphasizes practice in the construction and delivery of various types of speaking situations and the application of interpersonal skills that occur in a business, organizational, or professional setting.

**Course Purpose:** The Business and Professional Speech course explores the basic principles of oral communication applied to the communication needs of the business or professional person. The course provides practice in the research, construction, and delivery of various types of oral presentations and in the application of interpersonal, interviewing, and small group skills that occur in business, organizational, or professional settings.

**Course Requirements:**
1. To read the information assigned in the text; you will be tested on this material, in addition to class lecture/discussion materials on scheduled exams.  
2. To take thorough notes and study all lecture material, informational handouts, and assigned readings.  
3. To actively participate in class discussions and group activities.  
4. To show maturity and professionalism in preparation of assignments and in classroom behavior.  
5. To show courteousness to fellow classmates/speakers.  
6. To initiate consultations with the instructor whenever assistance is needed regarding class assignments.  
7. To appropriately cite information obtained from other sources. Cases of plagiarism will be treated as will any case of academic dishonesty, with at least a failing grade for the assignment or examination.  
8. To initiate withdrawal from the course if absences become excessive.

**Students with Disabilities**- Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services building, 894-9611 ext. 2529.

**Diversity Statement**-In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Contacting your Instructor**- Please feel free to contact your instructor if you have questions or concerns about your progress in this class. Please try to let your instructor know in advance if you will have to miss class. You may contact your instructor by phone or email. You will find your instructor’s contact information in the employee directory at this link: [http://www2.southplainscollege.edu/information-for/employees/employee-directory](http://www2.southplainscollege.edu/information-for/employees/employee-directory).
Evaluation:
Course grade will be assessed according to the completion of the following using percentages noted:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, Major Presentations, Group Activities, Interviews</td>
<td>60%</td>
</tr>
<tr>
<td>Daily Work, Critiques, Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination (No exemptions)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Attendance and Tardy Policy:
All students enrolled for this course are expected to attend class regularly, be on time, and remain until dismissed. Roll will be taken at each class meeting. If a student is tardy, he/she must see the instructor after class to have the absence mark removed. Three (3) tardies in a MWF class and two (2) in a MW or TR class will constitute an absence. If a student leaves class prior to dismissal of the class, he/she may be counted absent.

Whenever absences become excessive and, in the instructor’s opinion, minimum course objectives cannot be met, the student should initiate withdrawal from the course. The instructor may or may not administratively drop a student due to excessive absences. Please verify your instructor’s policies on absences and drops/withdrawals.

Students are responsible for all classwork covered during absences from class even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

The department abides by this policy and enforces the following guidelines established for SPCH 1321:
1. Missing more than two weeks of class is considered excessive.
   Example: MW/TR – 4 sick days allotted
   MWF – 6 sick days allotted
   One day/week – 2 sick days allotted
2. Being absent one day over your allotment will lower your final course total by 10 points.
3. Each subsequent absence will lower your final course total by 5 points.
4. If, in the instructor’s opinion, minimum course objectives cannot be met due to absences, the student should withdraw from the course.

Make-Up Policy:
Make-up work is NOT guaranteed. When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. If a student must be absent to represent the college, she/he should advise the instructor beforehand and should have a signed permit from his/her coach or sponsor. In such cases, it is the student’s responsibility to complete work missed within a reasonable amount of time as determined by the instructor. Each student must make an appointment with the instructor to make arrangements for make-up work. Late work may not receive full credit.

An absence on the day that you are scheduled for oral presentations or examinations will result in a grade of zero for the assignment. If, according to the instructor’s discretion, the student is allowed to make up such a presentation or exam, the student will automatically receive a grade drop for the assignment (up to 20 point grade reduction).

Course Objectives: Upon completion of this course, the student should be able to demonstrate proficiency in the following areas:

1. Communication Process
2. Communication Systems and Cultures
3. Verbal Communication
4. Nonverbal Communication
5. Listening
6. Interviewing
7. Small Groups
8. Public Speaking
Student Learning Outcomes/Competencies in the business and professional setting:

1. While learning about the Communication Process the student will be able to:
   1.1. define communication.
   1.2. discuss the importance of communication skills on the job.
   1.3. recognize, define and analyze the elements of the communication process.

2. While learning about Communication Systems and Cultures the student will be able to:
   2.1. compare and assess the functions, problems, and guidelines for downward, upward, and horizontal communication.
   2.2. identify the formal and informal communication networks within an organization.
   2.3. develop an awareness of the types and dimensions of cultural diversity represented in the changing workforce.

3. While learning about verbal communication the student will be able to:
   3.1. identify and utilize appropriate language.
   3.2. prepare and deliver clear instructions.

4. While learning about nonverbal communication the student will be able to:
   4.1. explain the importance of nonverbal messages.
   4.2. define, utilize and interpret different categories of nonverbal communication.

5. While learning to listen the student will be able to:
   5.1. discuss the organizational and personal benefits of listening effectively.
   5.2. understand causes of poor listening.
   5.3. describe how to become a more effective listener.

6. While learning about the interviewing process the student will be able to:
   6.1. define and identify the different types of interviews.
   6.2. describe and evaluate effective interviewing skills.
   6.3. define and recognize question types.
   6.4. prepare a letter of application and résumé.
   6.5. conduct a proper information-gathering interview.

7. While learning about working in small groups the student will be able to:
   7.1. explain the characteristics and advantages of small groups.
   7.2. identify the steps used for systematic problem solving.
   7.3. understand leadership styles and team behaviors (task, maintenance and dysfunctional) in relation to cohesiveness.
   7.4. list the steps involved in planning an effective meeting.
   7.5. recognize, define and analyze conflict management.

8. While learning about public speaking the student will be able to:
   8.1. define and identify the different type of public speeches.
   8.2. prepare public presentations (analysis, research, organization, sensory aids).
   8.3. deliver public presentations (notes, appropriate verbal, vocal, and nonverbal cues).
   8.4. respond to public presentations (ask and answer questions, create constructive critiques).
### Tentative Course Calendar

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ASSIGNMENTS/DUE DATES (Major grades in bold)</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 1 (8/29-9/12) BASICS</strong></td>
<td>Communication Process&lt;br&gt;Information Sheet 1/23&lt;br&gt;Cultural Diversity&lt;br&gt;In-class activities&lt;br&gt;Networks&lt;br&gt;Reading: Ch. 1-5&lt;br&gt;Listening&lt;br&gt;Communication Analysis Paper (2/6)&lt;br&gt;Verbal, Vocal, Nonverbal Codes&lt;br&gt;Unit 1 Exam (2/6)</td>
</tr>
<tr>
<td><strong>Unit 2 (9/19-9/26) INTERVIEWING</strong></td>
<td>Basics of Interviews&lt;br&gt;Reading: Ch. 6-7/Résumé-Cover Letters&lt;br&gt;Responsibilities of the Interviewer&lt;br&gt;In-class activities&lt;br&gt;Responsibilities of the Interviewee&lt;br&gt;Résumés &amp; Cover Letters&lt;br&gt;Job Description/Cover Letter/Résumé (2/20)&lt;br&gt;Interview Assignment (2/27)&lt;br&gt;Unit 2 Exam (2/27)</td>
</tr>
<tr>
<td><strong>Unit 3 (10/3-10/31) PUBLIC SPEAKING</strong></td>
<td>Audience/Occasion Analysis&lt;br&gt;Reading: Ch. 10-12&lt;br&gt;Selecting/Researching Topics&lt;br&gt;In-Class Activities&lt;br&gt;Organization&lt;br&gt;Speech Outline Draft (3/5)&lt;br&gt;Sensory Aids&lt;br&gt;Individual Informative Speech, outline/references/visual aid (3/19)&lt;br&gt;Delivery/Evaluation&lt;br&gt;2 Peer Critiques (3/19)&lt;br&gt;Speech Self-Evaluation (3/26)&lt;br&gt;Unit 3 Test (3/26)</td>
</tr>
<tr>
<td><strong>Unit 4 (11/7-12/12) SMALL GROUPS</strong></td>
<td>Persuasion&lt;br&gt;Reading: Ch. 8-9, 13&lt;br&gt;Effective Meetings&lt;br&gt;Group Presentation Outline Draft (4/16)&lt;br&gt;Team Presentation Logistics&lt;br&gt;Group Presentation References (4/16)&lt;br&gt;Persuasive Team Presentation and Packet (4/30)&lt;br&gt;Unit 4 Exam (5/7)</td>
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### IMPORTANT NOTES

- Your instructor will administratively drop you after your second (2nd) absence. **No reversals will be given once dropped.**
- All written, out-of-class assignments must be turned in by 6:00 p.m. on the day the assignment is due in order to be accepted and graded. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
- Students with perfect attendance for the entire semester will receive 10 bonus points added to their written final exam grade, up to 100.
- Students may only make up the individual informative speech in the event of sickness or the death of a family member and must provide written proof in either case. In the case of sickness, a doctor’s note is required to make up a speech. If you don’t go to the doctor, you are not sick enough to miss class. In the event of a funeral, the funeral program or obituary is required. These are the only two cases accepted for any form individual make-up speeches. Be unprepared or not knowing the date of your speech is not an acceptable excuse.
- Students may use their notes and textbooks on the take-home exams, but students **MAY NOT** work together on them.
- The Business & Professional Speech Workbook is required and must be downloaded from the class website and brought to every class.
- The PowerPoint lecture notes are required and must be downloaded from the class website and brought to every class.
- Students **must** come to class daily with course materials and take notes. If you are not prepared, you will be asked to leave class, which will result in an absence.
- Laptops **may not** be used to take notes in class due to social network abusers.
- Students have **ONE WEEK** after a grade or absence is posted to contest the reporting. After one week, the report will not be changed.
- Disruptions by cellular phones will not be tolerated. Phones must be turned off at the beginning of class. **NO EXCEPTIONS!**
## Summary of Grade Points

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Total Point Value</th>
<th>Your Earned Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Communication Analysis Paper</td>
<td>100</td>
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<td></td>
<td>Test #1</td>
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<td><strong>Unit 1 Total Points</strong></td>
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<tr>
<td>2</td>
<td>Résumé Draft</td>
<td>50</td>
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<tr>
<td></td>
<td>Résumé/Cover Letter</td>
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<td></td>
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<tr>
<td></td>
<td>Interview Assignment</td>
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</tr>
<tr>
<td></td>
<td>Test #2</td>
<td>100</td>
<td></td>
</tr>
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<td><strong>Unit 2 Total Points</strong></td>
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<tr>
<td>3</td>
<td>Informative Speech Outline Draft</td>
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<tr>
<td></td>
<td>Informative Speech</td>
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<td></td>
<td>Test #3</td>
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<td><strong>Unit 3 Total Points</strong></td>
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<td>4</td>
<td>Group Presentation Outline Draft</td>
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<td>Group Presentation References Draft</td>
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<td>Group Folder/Project</td>
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<td>Final Exam</td>
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<td><strong>Unit 4 Total Points</strong></td>
<td><strong>400</strong></td>
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<td>Other</td>
<td>In-Class Activities/Participation***</td>
<td>100</td>
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<td></td>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>1300</strong></td>
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**=You will receive two grades for this assignment: one for your individual presentation and one for your group’s overall presentation. These grades will be averaged to determine your grade for the assignment.

***=In addition to the in-class activities, other miscellaneous points may be awarded during the semester to the final total grade, generally in 5 point increments, for attendance on days with particularly low attendance or when EVERYONE is present (excluding exam and presentation dates). Points are awarded at the instructor’s discretion.

<table>
<thead>
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<th>Distribution of Grade Points</th>
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<tbody>
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<td>A</td>
<td>1170-1300</td>
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<tr>
<td>B</td>
<td>1040-1169</td>
</tr>
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<td>C</td>
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<td>D</td>
<td>780-909</td>
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<tr>
<td>F</td>
<td>0-779</td>
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</table>
Communication Analysis Paper

Purpose
We can often understand concepts more easily when we are able to apply them to “real-life” situations. In order to analyze communication then, it becomes practical to use examples of real “communicating at work” experiences in order to better understand the concepts and elements that are the basis of the communication process. This exercise requires that you apply the material covered during Unit One in a format which will exhibit your knowledge about how communication can work successfully.

Instructions
You will be expected to view an episode of the History Channel series “Pawn Stars” online at http://www.history.com/shows/pawn-stars/videos/playlists/full-episodes#pawn-stars-off-the-wall. Choose two communication interactions to observe and analyze communication; one must be an interaction between the pawn shop employees and a customer, and the other must be an interaction between the employees. Based on your reading of the PowerPoint, participation in class discussion, and listening to lectures, analyze the communication situation(s) according to the areas discussed and present your analysis in a clearly written paper.

1. Identification of Components of the Communication Process: Identify the source, message, channel, receiver, feedback, environment and any other components in the communication situation that are required by your instructor.
2. Organization’s Communication Analysis: Was communication effective or ineffective in this interaction? Why or why not? Identify any areas where problems arose. Support your rationale.
3. Solution: Apply the principles we have studied. What specifically might have been done differently to improve communication? How might similar situations be handled in the future for better results?

Due Date: ________________________________
Cover Letter and Résumé Assignment

Résumés continue to be an important deciding factor in determining whether or not the job seeker gets the opportunity for an interview with the employer. A good résumé gets a “foot in the door.” Think of your résumé as a sales tool. Just how well can you “sell” yourself? You are the product and the employer is the buyer. Your résumé must interest the employer who is buying what you have to offer: your skills, knowledge, and experience. Why should the employer invest time and money in you? What do you have to offer that is unique?

Every person, regardless of the present stage of his or her career, needs a good résumé readily at hand. This is obvious if you are now actively seeking a job or a career change. However, you often need a current résumé to capitalize on an unexpected job opportunity. Once you have compiled a good basic résumé, be sure to keep it updated. It should always reflect your newly acquired skills and experience.

The cover letter or letter of application introduces you and asks for an interview and with very few exceptions should accompany a résumé. Many times an employer will offer an interview on the basis of an outstanding cover letter.

Do not minimize the importance of the résumé and cover letter. Take this assignment seriously and keep all your interviewing materials in a file upon completion of this course. You will be glad you did!

1. Your instructor will post a job advertisement on the class website. Print a copy. Using a highlighter, highlight all the key words to be used in your letter and resume. If the job description is short thus displaying limited key words, then at the bottom of this page, make a list of all the criteria you feel is needed to be the successful applicant.

2. Prepare a professional cover letter and résumé to match the job description. Refer to your PowerPoint, workbook, and class notes for information regarding appropriate style and content. These documents must be typed and error free without exception. Typographical errors result in automatic grade reductions.

3. Obviously, this will be for a hypothetical employment interview; however, make it as realistic as possible. The cover letter may be addressed to your professor if a name and address are not included in the job description.

Shelby L. Cearley  
Personnel Director  
South Plains College  
1401 College Avenue  
Levelland, TX 79336

4. Your grade will come from completion of these three (3) items. Perform each task with professionalism.

No late papers accepted! You simply will not get the job/grade!

Note: When submitting cover letter and résumé for employment purposes, the preferred paper for printing such professional documents is 20-24 lb., 25% cotton bond, and watermarked.
Cover Letters

Do you ever receive junk mail? We all do. What do you do with the stuff marked “occupant”? You junk it—either without reading it, or after a quick glance. Junk mail never gets the attention a personal letter does.

Too many employment queries end up being treated as junk mail—and if a piece of correspondence is treated like junk mail, that’s what it is. Your cover letter is the personalized factor in the presentation of an otherwise essentially impersonal document, your résumé. A good cover letter sets the stage for the reader to accept your résumé as something special. Only if your cover letter and résumé do their job will interview and employment offers result.

When the envelope is opened, your cover letter is the first item seen. It can make an indelible first impression. Of course, the letter alone will not get you the job, or even land the interview, but the letter will help.

The higher up the professional ladder you climb, the more important cover letters and job-hunting letters become. For the candidate who must demonstrate written communication skills in the execution of daily duties (and that’s just about all of us), these letters become a valuable vehicle for demonstrating critical job skills. Mess up here and the door to opportunity could well slam shut.

Step One
Grab your reader’s ATTENTION. Do this by using business letter formatting on stationary and envelopes, which match that of the résumé. This way your letter and résumé will match and give an impression of balance and continuity.

Step Two
Generate INTEREST with the content. Do this by addressing the letter to someone by name and quickly explaining what you have to offer. A simple phone call can be made to obtain the correct spelling of the person’s name. The first sentence grabs attention; the rest of the paragraph gives the reader the old one-two punch. The rule is: Say it with confidence.

Do some research. Even a little can get your letter off to a fast start. A case in point is:

“I came across the enclosed article in Newsweek magazine and thought it might interest you. It encouraged me to do a little research on your company. I am now convinced of two things: You are the kind of people I want to be associated with, and I have the kind of qualifications you can use.”

Of course, in the real world, we can’t all apply for jobs with companies that are featured in the big magazines.

Here are some more everyday examples:

“I have been following the performance of your fund in Mutual Funds Newsletter. The record over the last three years shows strong portfolio management. With my experience working for one of your competitors, I know I could make significant contributions...”
“Recently I have been researching the local industry. My search has been for companies that are respected in the field and that provide ongoing training programs. (Company name) keeps coming up as a top company.”

“With the scarcity of qualified and motivated (your desired job title) that exists today, I feel sure that it would be valuable for us to talk.”

**Step Three**

Now turn that INTEREST into DESIRE. First, tie yourself to a specific job category or work area. Use phrases like:

“I am writing because…” or “My reason for contacting you…”

“…should this be the case, you may be interested to know…”

“If you are seeking a you will be interested to know…”

“I would like to talk to you about your personnel needs and how I am able to contribute to your department goals.”

“If you have an opening for someone in this area you will see that my résumé demonstrates a person of unusual dedication, efficiency, and drive.”

Next, call attention to your merits with a short paragraph that highlights one or two of your special contributions or achievements:

“I have an economics background from Columbia and a quantitative analysis approach to market fluctuations. This combination has enabled me consistently to pick the new technology flotation’s that are the backbone of the growth-oriented mutual fund.”

Similar statements applicable to your area of expertise will give your letter more personal punch. Include any qualifications, contributions, and attributes that prove you are someone with plenty of talent to offer. If an advertisement (or a conversation with a potential employer) reveals an aspect of a particular job opening that is not addressed in your résumé, it should be included in your cover letter:

“I notice from your advertisement that audio- and video-training experience would be a plus. In addition to the qualifications stated in my enclosed résumé, I have over five years of experience writing and producing sales and management training materials in both these media.”

Whether you decide to use bullets or list your achievements in short staccato sentences will be determined in part by the amount of space available on the page. Bottom line: gear the content of this paragraph to match the qualifications outlined in the job description.

**Step Four**

Here’s where your letter turns that DESIRE into ACTION. The action you’re shooting for is that the reader will dash straight to your résumé, and then call you in for an interview. You achieve this action with brevity. Leave the reader wanting more.

Make it clear to the reader that you want to talk. Explain when, where, and how you can be contacted. You can now be proactive by telling the reader that you intend to follow up at a certain point in time if contact has not been established by then. The reader may then want to initiate action him/herself.
Just as you worked to get the opening right, labor over the closing. It is the reader’s last impression of you; make it strong, make it tight, and make it obvious that you are serious about entering into meaningful conversation.

Useful phrases include:

“It would be a pleasure to give you more information about my qualifications and experience…”

“While I prefer not to use my employer’s time taking personal calls at work, with discretion I can be reached at ….”

“I will be in your area around the 20th and will call you prior to that date. I would like to arrange….”

“I hope to speak with you further and will call the week of to follow up”.

“I look forward to speaking with you further and will call in the next few days to see when our schedules will permit a face-to-face meeting.”

“May I suggest a personal meeting where you can have the opportunity to examine the person behind the résumé.”

“My credentials and achievements are a matter of record that I hope you will examine in depth when we meet….”

“I look forward to examining any of the ways you feel my background and skills would benefit (name of organization). I look forward to hearing from you.”

“Résumés help you sort out the probables from the possibles, but they are no way to judge the caliber of an individual. I would like to meet you and demonstrate that I have the personality that makes for a successful.”

“I expect to be in your area on Tuesday and Wednesday of next week and wonder which day would be best for you. I will call to determine.” (Because many employed people are concerned about their résumés going astray, you may wish to add: “In the meantime, I would appreciate your treating my application as confidential, since I am currently employed.”)

“With my training and hands-on experience, I know I can contribute to and want to talk to you about it in person.”

“You can reach me at (phone number) to arrange an interview. I know that your time investment in meeting with me will be repaid amply.”

“Thank you for your time and consideration; I hope to hear from you shortly.”

As we have noted, some people feel it is powerful in the closing to state a date—“I will call you on Friday if we do not speak before”—or a date and time—“I will call you on Friday morning at 10 A.M. if we do not speak before.” The logic is that you demonstrate that your intent is serious, that you are organized, and that you plan your time effectively (all desirable behavioral traits). If you use this approach, keep your promises. And finally, it is recommended letters close with “Thank you for your time and consideration.”
Cover Letter: Answering a Blind Ad

901 Virginia Lane
Pasadena, Texas 77502

November 20, 2009

Box 80
Houston Post
4747 Southwest Freeway
Houston, Texas 77001

Search Committee OR Director of Human Resources OR Personnel Director: (only put one of these)

This letter is in response to your advertisement for an Electronic Technician in the Tuesday, September 8 Houston Post.

I believe my qualifications and your requirements will be an ideal match. I graduated from Houston Community College with an Associate of Science degree in Electronics Technology. My major courses of study included: DC Theory and Lab; AC Theory and Lab; Electronics Math; Electronic Systems and Lab; Electronic Drafting; and Computer Technology.

Upon graduation, a local union honored me with sponsorship as an electronics apprentice for four years. I am currently employed by an electronics firm where my responsibilities have been expanded to include management duties. The enclosed résumé further explains the details of my work experience.

I would like an opportunity to meet you personally to discuss your requirements for the position. I may be reached at (714) 333-1001 between 8:00 a.m. and 5:00 p.m., after which please call (714) 838-4243. I appreciate your consideration.

Sincerely,

Wayne D. Hanson

Wayne D. Hanson

Enclosure: Résumé
February 12, 2009

Mr. Phillip Roscoe
President
ABC Corporation
1 Industry Plaza
Anytown, NY 12096

Mr. Roscoe:

Elizabeth Honea suggested that I contact you regarding employment opportunities.

After many years in the legal community, I have decided that a career change is due in order to use my interpersonal skills to their fullest. As you may know, a secretary/paralegal position offers little advancement unless you become a lawyer or move into the administrative areas. It is with this growth potential in mind that I desire to work with upper-level management in a corporate environment as an administrative assistant or executive secretary.

I am enclosing for your review copies of my résumé and letters of recommendation. I look forward to the opportunity of meeting with you at your convenience. I have recently resigned from Allyn and Cline Attorneys and may be contacted at my home phone of (516) 555-1212, or at the above address.

Thank you for your time and consideration.

Sincerely,

Jane Swift

Jane Swift
Enclosures (4)
February 12, 2009

Emily Smith
President
ABC Corporation
1 Industry Plaza
Anytown, NY 12096

Ms. Smith:

I am interested in obtaining information on the Cost Accounting Supervision position advertised in the Star Telegram (Sunday, November 7th). My résumé is enclosed for review and consideration.

I offer a solid financial background and education, as well as extensive practical experience in financial applications of automated systems and Lotus software. My experience includes monthly financial analysis/reporting and interface with accounting and administrative management. Additionally, I am experienced in upgrading and maintaining an ADP D2000 microcomputer system. I am confident that with my abilities I can make an immediate and valuable contribution to ABC Corporation.

I look forward to hearing from you in the near future to schedule an interview at your convenience. I hope to learn more about your corporation’s plans and goals and how I might contribute to its continued success.

Thank you for your time and consideration.

Best regards,

James Sharpe

James Sharpe

Enclosure
November 22, 2009

Mrs. Winnie Bago
Personnel Director
Progressive Computer Systems, Inc.
12515 Willow Road, Suite 500
Kirkland, Washington 98006

Mrs. Bago:

Research has convinced me that I want to work for your company. Your reputation as a supplier for the transportation industry is highly regarded. Chuck Coleman, of the Coleman Trucking, recommended your company and indicated your potential interest in a person of my background and training for your new Business Manager position.

I have successfully completed a degree program at South Plains College, which includes Business Administration and Computer Science. I have several years of experience in the transportation industry along with accounting and management skills. Please refer to the enclosed résumé for details on my work history. I would be an excellent addition to your fine support and sales staff.

I will be in the Seattle area for the Christmas holidays and would like to meet with you on December 27th or 28th at your convenience. I will call your office next week to confirm the day and time that is best for your schedule. You may reach me at (806) 397-9123 if you have a conflict with these suggested dates. I will rearrange my plans if necessary. Your company’s future requires skilled, motivated employees like me.

Thank you for your consideration.

Sincerely,

Joshua Whalebelly

Joshua Whalebelly
1234 Lakeside Parkway
Seagraves, Texas 79336

Enclosures: 2
November 20, 2009

Mr. Ernest Douglas
Pixel Perfect Software
4800 Research Blvd.
Ft. Lauderdale, Florida 65123

Mr. Douglas:

I enjoyed meeting you on career day at Richland College. I have given serious thought to the information you shared with me, and would like to discuss in detail the diverse career opportunities with Pixel Perfect Software. I am especially interested in learning more about your management trainee program.

As my enclosed résumé will attest, my background of meeting and serving the public is diverse. Of particular interest to me are the advancement opportunities your firm offers in a field which I find quite intriguing. Having the opportunity to successfully trouble-shoot and diagnose many diverse network problems has expanded my technical expertise. Furthermore, managing two technical assistance departments has fostered personal growth.

I look forward to the opportunity to discuss my qualifications with you in greater detail. I will call you within the next two weeks to arrange a convenient appointment with you. Also, you may call me at (214) 669-2021 after 2:00 p.m. Thank you for considering me as a candidate.

Sincerely,

Georganne B. Phillips

Georganne B. Phillips

Enclosures: Résumé, Letter of Recommendation
January 8, 2009

Jim Nelson
Human Resource Manager
Stoneville Texas, Inc.
3506 78th Drive
Lubbock, Texas 79423

RE: Territory Sales Manager

Mr. Nelson:
This letter is in response to your advertisement for a territory sales manager in the Thursday, January 6 Avalanche Journal. I have given serious thought to the information shared in the job description and am interested in learning more about Stoneville Texas, Inc. As a farmer in Terry and Gaines counties of West Texas for the past 20 years, I have gained much hands-on knowledge about the crops of this territory and what it takes to be successful as a farmer. This knowledge along with the networking contacts I would bring to your company would be advantageous.

As my enclosed résumé will attest, I have experience in every aspect of managing a business. This experience did not come from a textbook or sitting in college agriculture classes, but came from many hours of hard work in the field. During high school years and since that time, I have remained closely affiliated with various agriculture associations to stay familiar with the new developments in the farming industry. Through these associations and 20 years of successful crop production, I feel I have gained the respect of the farming community of West Texas. For all these reasons, I would be an excellent addition to your support and sales staff in any capacity, whether a manager or seed representative for this territory.

I would like the opportunity to meet you personally to discuss your requirements for the position of territory sales manager. I may be reached at 787-7171 or 637-0001. Your company’s future requires experienced, motivated employees like me. Thank you for your consideration.

Sincerely,

Al Beringer

Al Beringer

Enclosure: Résumé
Résumés

Résumés continue to be the most important deciding factor in determining whether or not the job seeker gets the sought for interview with the employer. A good résumé gets a “foot in the door.” Think of your résumé as a sales tool. Just how well can you “sell” yourself? You are the product and the employer is the buyer. Your résumé must interest the employer who is buying what you have to offer: your skills, knowledge, and experience.

Why should the employer invest time and money in you? What do you have to offer that is unique? A résumé is a highly personal and individual summary of a person’s background, experience, training and skills. These factors will influence the final form of your own résumé. Likewise, a good résumé will vary depending on the type of job for which you are applying. You are selling your own unique combination of skills, and depending upon the job requirements, you should present your work experience, skills, and education to best reflect your qualifications for a particular job.

It takes time to prepare a good résumé. Complete your résumé before you begin your job search campaign. You will need it to send to prospective employers and also to leave with persons you contact when seeking information within a company. The contact person may be in a position to pass it along to someone who has need for a person with your qualifications. In the event that you are given an interview unexpectedly, a résumé also serves well as a guide for the interviewer as well as an information source for you.

Every person, regardless of the present stage of his or her career, needs a good résumé readily at hand. This is obvious if you are now actively seeking a job or a career change. However, all too often you may need a current résumé to capitalize on an unexpected job opportunity. Once you have developed a good basic résumé, be sure to keep it updated. It should always reflect your newly acquired skills and experience.

Parts of a Résumé

A résumé must contain a certain amount of essential information. This information may vary from person to person depending on experience and qualifications. The following is a list of categories that could be included:

1. Heading (which includes your name, address, city, state, phone numbers, and an email address where you can be reached)
2. An objective statement that clearly describes the type of position you hope to obtain
3. Summary of qualifications
4. A detailed record of your employment history
5. A detailed record of your education
6. A record of your military service
7. Any skills and abilities
8. Licenses and accreditations
9. Professional affiliations
10. Publications
11. References

Very few people will elect to use all these categories. It is the combination of facts that are relevant to the position for which you are applying that will make your résumé unique. Today, one-page résumés are preferred, but they are acceptable as long as they do not exceed two pages.

**HEADINGS:** NAME, ADDRESS, TELEPHONE NUMBERS, and EMAIL

Your name prominently placed on the top of your page is an effective heading. You should avoid the use of nicknames in a résumé. Also, the use of surnames such as “Junior,” “Senior,” “II,” etc, should be dropped. Be sure to spell out all words in the address and use the zip code. List a telephone number where you can easily be reached at home and at work if applicable. Students often list permanent as well as present addresses. A permanent address is that of a relative that always knows of our location if you have moved. When adding an email address make sure the address appears professional in verbal choices.
THE OBJECTIVE

Résumés need an objective statement of some type. This could be as simple as a one or two-word description of what you are seeking—staff accountant, computer programmer or nurse. The objective is the “topic” of your résumé and should be given first and foremost consideration. The objective says what you want to do and it should say it as clearly and concisely as possible. In any event, avoid the “all purpose” type of objective. It is better to make a broad phrase followed by specific requests.

You cannot sell a product successfully unless you are specific about its advantages to the buyer. Emphasize what you can do for the employer, not how you hope to benefit from the position. Be cautious about using overly ambitious statements such as “hope to advance to position of personnel manager.” Your statement might be interpreted negatively. This might be best left unsaid until the interview when you have an opportunity for two-way communication. In some instances where the individual has access to the job specification, an objective statement can be written so as to match the interests and needs of the employer.

Typical Objective Statements For Selected Positions

- Accountant—Seeking an accounting position in an aggressive organization; special interests in the financial function of the firm.
- Computer Programmer—Seeking a career in data processing; special interest in marketing and finance applications.
- Television—Seeking a position in telecommunications; special interests lie in anchoring and reporting.

These are merely sample statements of objectives and goals you can use as a guideline in preparing your individual and unique objective statements. Your objective should reflect “YOU” as well as the “JOB” for which you are applying. Try to make it comprehensive enough to be applicable to a number of employers, yet not so general that it is meaningless.

SUMMARY OF QUALIFICATIONS

Consider the use of a Summary of Qualifications category if your work experience has been varied and spread out over a number of years. By providing a summary you are giving the employer an overall picture of your qualifications before reading further for details. This section allows creative job seekers to present their personal traits in a positive manner. Here is one example of a Summary of Qualifications:

“Have the ability to carry out programs under established policies and command the respect of staff. Problem solving, leadership and communication skills were developed from being an administrator, supervisor, teacher and customer relations representative.”

EMPLOYMENT HISTORY

The employment history comes after the job objective unless you feel that education is your most qualifying feature for the job. This is true for associates, bachelors and masters degree candidates applying for entry-level positions. It is also true for the fields of teaching, engineering, law, etc. But, as your education becomes less immediate with time, it also diminishes as a factor in your current qualifications.

There are several ways to list employment history, depending on the style of résumé you choose. If you elect to use the chronological format, list employment in reverse chronological order (your present or last job first, etc.). The important point here is to show what you can do that will be valuable to an employer. Most employers want dates of employment. Think of this section as writing an advertising piece for yourself. This category allows you the unique option to create a dynamic résumé that expresses what skills you possess and leave an impact on the employer. In order to do this you must use Action Verbs and Skills Verbs. These two kinds of verbs are used to begin a phrase to leave a positive impression. Consider the following examples of descriptions of past work experiences:

Organized, computed and maintained confidential sales compensation records.
Participated in feasibility study and planning of computerized commission accounting system.

Performed all functions necessary for the preparation of manual and computer processed payable.

Developed improved mailing system for company accounts.

Reduced manufacturing work force by 15 percent while exceeding average production volume by over 29 percent.

Cut the outage time of several important communications circuits in half, which resulted in a savings of over $22,000 over a two-year period.

Try to incorporate a variety of action verbs. They are dynamic and forceful, and tend to create an impact on the reader as well as portray the person in a positive light.

EDUCATION

The education section usually follows the employment history unless it is your most qualifying experience, in which case, it follows the objective statement. The education component can contain both formal and non-formal education, depending upon your situation.

Begin with the highest level of educational achievement. If you have completed 25 hours toward your Associate of Arts Degree, state it; but don’t add that you did not graduate. State that your objective is working toward a higher degree, if that is the case. Generally, if you have completed college, drop any reference to high school, unless there is some aspect of your experience that supports your objective. The following information concerning formal education should be included:

Degree, Diploma, or Certificate: Your evidence of having completed formal education is a degree, diploma, or certificate. This is not the place to be creative; list your degree as the institution awarded it.

Name of Institution: Include the name of the institution or organization where the learning occurred. Again, avoid the use of abbreviations and be certain to include the entire name.

Location of Institution: List only the city and state of the institution. It is acceptable to abbreviate the “state”; just be consistent throughout.

Date of Degree, Diploma, or Certificate: The date of degree, diploma, or certificate should be included in the education section.

If you worked your way through college, state it. For example: Earned 75 percent of college expenses. Or Education 75% self-supported.

MAJOR AREA (S) OF STUDY

This section is particularly important if it directly relates to the objective. For example, a mathematics major applying for a computer programming position should list the programming languages studied. If you have an exceptionally high grade point average (3.5 or better) you may want to state it, along with any honors you may have received.

If your educational background is weak or dated, you may want to list all your current experiences that reflect continued educational growth. This can include on-the-job training activities, seminars, workshops, correspondence courses, conferences and continuing education courses. If you have completed a certificate program, state it, along with any special classes you want to emphasize. List all military training that you may have received that would support your objective.
VOLUNTEER WORK
Volunteer work has become an important issue in our world today. It proves to the prospective employer that you are not only concerned with your salary and that you consider giving back to society an important issue. When possible list the date, the organization you worked through, and the recipient of the volunteer work.

MILITARY SERVICE
List the branch of service, inclusive dates of service, rank at time of discharge, and briefly state your duties and responsibilities that are related to the job for which you are applying. If you did nothing that was job related, simply state you received an “Honorable Discharge.”

FOREIGN LANGUAGES
List any foreign languages in which you are fluent or have a level of proficiency, and also list any translating experiences you may have had.

LICENSES AND ACCREDITATION
List only those credentials that are pertinent to the career objective. For example: Possession of special teaching credentials or statements of having passed such professional examinations as the Bar Exam or C.P.A exam.

PROFESSIONAL AFFILIATIONS/VOLUNTEER WORK
List only those memberships that directly relate to your career objective. The person returning to work after an absence of years may want to take this opportunity to expand on any involvement in the community, such as P.T.A., Girl Scouts, Boy scouts, fund raising campaigns, etc. Be sure to express any such involvement that demonstrates a skill that would be useful in the position for which you are applying. For example:

“Chairperson, Culver City’s 50th Birthday Celebration. Selected 25 civic leaders as members of planning committee representing city hall, schools, businesses and senior citizens. Organized dinner and entertainment arrangements for 500 people.”

PERSONAL INFORMATION
The trend is moving away from the inclusion of personal data facts. This is a sensitive area and each situation should be dealt with accordingly. If you include personal information at all, it should be job-related only, such as willingness to relocate or travel, if applicable. If you feel the job you are seeking may have some physical requirements (lifting heavy equipment or objects, etc.) then you may wish to state your qualifications to do so. Specify information only if you think it will enhance your prospects for getting a job.

REFERENCES
You may want to list the names of three to five people who can provide potential employers with insights to your abilities and personal characteristics. Your list might include the names of former and present employers, business associates, professors, and contacts that can attest to your character. The most convincing references are people who have a good reputation in their field and who are in a position to know a good deal about you. Because relatives are likely to be biased, they should not be used as references. Never go over two pages for your résumé, so you may need to create a separate reference page.

Experts argue about including the names of references in your résumé. If your résumé is less than one page, and you have room, it is acceptable to put references on the résumé. If it makes your résumé too long, then you should prepare a separate page of references. In general, you should try to list only names that will have credibility with the employer. Before you list anyone’s name on your résumé as a reference, ask for his or her permission. Be sure to get the person’s name (spelled correctly), title, address and telephone number. If you are currently employed and don’t want your employer to know that you are seeking another job, omit his or her name from your list of references.

When you list former employers as references on your résumé, list your immediate supervisor rather than the plant manager or company president (unless, of course, your immediate supervisor was the plant manager or company president). In checking with references, prospective employers are more interested in and impressed by
the personal opinions of supervisors who are familiar with you, your skills, and work habits than they are by the plant manager or president who must refer to unfamiliar written records to give you a recommendation.

In listing references, be sure to include the name, title, business address, and business telephone number of each of your references. For example:

Dr. Derek Stevens  
Vice President for Marketing  
State Farm Insurance Co.  
211 Broadway  
Buffalo, NY 14222  
716-488-0508

If one of your references is a former supervisor, but is no longer employed at the same place, list his or her new place of employment and telephone number as well as where he or she was your supervisor. Remember, the main reason you list references is so that they will help you sell yourself and your skills. Therefore, make sure you are clear in the way you list your references. However, prospective employers frequently use references in different ways, not always to your advantage, such as asking about any negative aspects of your employment. So be sure that the references you list will give you good recommendations.
MISTY RANDALL

OBJECTIVE
To secure a responsible administrative position in the legal field – products’ liability preferred.

EXPERIENCE

2006 - present Footlocker Lubbock, Texas

Sales Manager
- Increased sales from $5 million to $10 million.
- Doubled sales per representative from $1 million to $3 million.
- Suggested new products that increased earnings by 23%.

2002 - 2006 Ferguson and Bardwell South Ridge, Ohio

Cashier
- Provided daily, weekly, and monthly sales reports.
- Counted daily sales and calculated daily deposits.
- Organized and planned schedules for the cashiers.

1998 - 2002 Pancho’s Mexican Buffet South Ridge, Ohio

Head Waitress
- Developed public relations skills.
- Provided customers with a pleasant experience.
- Cleaned and closed restaurant daily.

EDUCATION

South Plains College – Reese Levelland, Texas
- Seeking a Certificate of Proficiency in Legal Assistant
- 2009 – present
- 100% self supported.

SKILLS
- Speak and read Spanish fluently.
- Type 90 words/minute with no mistakes.
- Strong knowledge of legal terminology.

E-MAIL MRAN@HOTMAIL.COM
7904 LYNNHAVEN • LUBBOCK, TEXAS 79104-6789 • (806) 792-7890
Jane Swift
9 Central Avenue
Huntington Valley, PA 19006
(215) 555-1212
jms@prodigy.net

OBJECTIVE
Seeking an accounting position; special interest in accounts payable.

EXPERIENCE
6/2007 to Present
ACCOUNTS PAYABLE CLERK. Fast Markets, Huntington Valley, PA
º Record daily accounts receivable checks.
Normal day; 50 checks with total value of $70,000
º Computerized complete accounts payable system, for a saving of 80 hours a week
º Compute daily bank deposits
º Reconcile monthly bank statements
º Maintain automated billback accounts receivable system including daily data entry into IBM Systems 38 computer
º Coordinate regular meetings with wholesaler and merchandise representatives to reconcile their accounts receivable

1/2003 to 6/2007
ACCOUNT SERVICE REPRESENTATIVE. Wal-Mart, Huntington Valley, PA
º Performed general clerical duties
º Catalogued product orders for military accounts
º Responsible for customer order status information

4/2001 to 1/2003
ACCOUNTING OFFICE CLERK, Jack Rabbit Foods, Huntington Valley, PA
º Responsible for all basic accounting functions such as coding and distribution of invoices, classified transactions, and processing of distribution center invoices

EDUCATION
HOLYOKE COLLEGE, Holyoke, MA
Seeking an Bachelor of Science in Accounting
Anticipated graduation date May 2011
3.75 GPA

REFERENCES Available upon request
John Browning  
240 Parkwood  
Levelland, TX 79336  
(806) 894-5625  
JAB@hotmail.com

OBJECTIVE  
Seeking a position researching cures for terminal diseases; special interest in AIDS research.

EDUCATION  
Bachelor of Science in Molecular Biology  
Texas Tech University, Lubbock, TX  
May 2009

Associate of Science in Biology  
South Plains College, Levelland, TX  
May 2007

High School Diploma  
Sundown High School, Sundown, TX  
May 2005

SCHOLARSHIPS & HONORS  
Biology Freshman of the Year-2004  
M.B. Conaster Memorial Scholarship  
Smallwood Scholarship  
Salutatorian Scholarship  
Sundown State Bank Scholarship  
Member of Phi Theta Kappa Honor Society  
Member of National Honor Society  
High School Academic All-District

EXPERIENCE  
Amoco Slaughter Gasoline Plant, Levelland, TX  
November 2007 – Present  
Contractor responsible for maintenance and appearance of offices and compressor/pump warehouses.

Bass Enterprises Production Company, Sundown, TX  
Summer of 2005, 2006 and 2007  
Maintained oilfield production and recovery equipment.

South Plains College Greenhouse, Levelland, TX  
August 2005 – May 2007  
Refurbished worn mechanical watering apparatus and modified an abandoned system to reduce student watering time.

Massingill & Son Construction, Sundown, TX  
Summer 2003 - 2004  
Contractor at Sundown Slaughter Gasoline Plant  
Helped maintain natural gas refinement equipment and upkeep of facilities.

REFERENCES  
Available upon request.
PATTI MERIDITH

Present Address
1919 Johnson Hall
Houston, TX 77002
(713) 527-7191
PM@hotmail.com

Permanent Address
7542 Chambers Road
Baton Rouge, LA 70808
(318) 417-2852

OBJECTIVE
Civil Engineering—structural design preferred. Open to consider other areas.

EDUCATION
Candidate for Bachelor of Science in Civil Engineering.
University of Houston, Houston, TX, May 2010
Overall grade point average: 3.2, in major: 3.6 (4.0 = A)
Major subjects: Structural Analysis and Design; Construction Management; Operation Research; Digital Computing and Application; Environment Systems (graduate-level course)

SCHOLARSHIPS AND HONORS
Tau Beta Pi Engineering Honor Society
General Motors Tuition Scholarships (4 years)
Dean’s list (3 semesters)

CAREER – RELATED EXPERIENCE
Cost Engineer Trainee, Stadley & Seely, Architects and Engineers Midland, TX, Summer 2008. Developed computer methods and derived data for estimating the cost of major construction projects.

OTHER WORK EXPERIENCE
Freshman Engineer Orientation Program, University of Houston, Houston, TX, Fall 2006 (unpaid). Planned and organized peer advising program and social activities for freshman week.
Medical Secretary, Sidney Newman, M.D., Cedar Springs, TX. Summer 2006. Organized and executed system of Medicaid and private patient billing.

ACTIVITIES
Debating Society (president in 2007)
Society of Women Engineers
American Society of Civil Engineers
Recruited and interviewed prospective engineering school candidates
Intramural athletics

REFERENCES
Available upon request
Al Beringer  
Route 4, Box 57 | Brownfield, Texas 79316  
Home: (806) 637-0001 | Mobile: (806) 787-7171

**OBJECTIVE**  
Seeking a position in Agriculture; special interests lie in seed sales.

**SPECIAL SKILLS**  
- Extensive knowledge of agriculture in the West Texas Territory  
- Current knowledge in the equipment, planting, farming, and harvest of cotton, grain sorghum, wheat, peanuts, and cucumbers  
- Trained in soil conservation  
- Marketed and operated three self-owned businesses  
- Oversaw the hiring, training, and dismissing of all personnel  
- Developed and controlled the operating budget for three self-owned businesses  
- Well developed interpersonal and team building communication skills  
- Implemented conflict management and problem solving skills in the farming realm

**EXPERIENCE**  
Beringer Farms, Brownfield, Texas  
1979 – present  
Owner and Operator  
Responsible for the buying, selling, planting, irrigation, fertilizing, maintenance, and harvest of all crops including cotton, grain sorghum, wheat, peanuts, and cucumbers.  
Purchased and maintained all equipment necessary for the upkeep of all types of crops.  
Oversaw farm workers.  
2000 – Farming 1900 acres at present  
1999 – Farmed 3500 acres of primarily cotton in Terry and Gaines counties

**VOLUNTEER ACTIVITIES**  
Brownfield 4 H and Future Farmers of America Chapters – Active 15 years  
Assisted the Brownfield High School Agriculture Department with the Tractor Mechanics Team, Livestock Judging Team, and Land Team  
Worked with the Terry County Extension Service with such activities as the Farm Tour.

**HONORS AND ORGANIZATIONS**  
Terry County Young Farmer’s Association, Member, 1983 – present  
Terry County Stock Show President, 1989, 1991  
Texas Young Farmer’s Association, Area Vice President, 1990  
Terry County Young Farmer’s Association, Vice President 1989, President 1990  
Recipient of the Terry County Young Farmer Award, 1979  
Recipient of the FFA Gold Star Award, 1979

**EDUCATION**  
High School Diploma  
Wellman High School, Wellman, Texas  
May 1979

**REFERENCES**  
Available Upon Request
Interview Assignment

Follow instructions carefully to receive all possible points.

View Brian Linehan’s interview of John Candy, which is located online here: http://www.youtube.com/watch?v=n5OVFPkPsco. Then do the following:

1. Transcribe the questions that the interviewer asks (not the answers that Mr. Candy gives). Identify what type of questions they are: open, behavioral, direct-specific, indirect, etc.

2. Answer the following questions:

   A. How does the interviewer establish a rapport with Mr. Candy?

   B. In what type of setting does the interview take place? Is it formal, informal, semi-formal? Why do you think so?

   C. Is this an example of a good interview? Why or why not?

This must be typed **ONLY** in Times New Roman 12-point font, single-spaced, and use a header:

**EXAMPLE:**

Shelby L. Cearley  
SPC ID 0000-00000  
SPCH 1321-501  
2 May 2011

If you need more than one page, you must also include your last name and page number IN THE HEADER with a right-justified margin. Example:

Cearley 1

Ask me if you don’t know how to format it. It must be properly formatted or you will not receive a grade. No late assignments will be accepted.

Due Date __________________________
Individual Presentation Assignment

IF YOU ARE ABSENT ON YOUR PRESENTATION DAY, YOU WILL RECEIVE AN AUTOMATIC “ZERO”.

The purpose of this activity is to allow you to gain practical experience in preparing and delivering public presentations. Follow the steps discussed in class and presented in your text along with the following directions to construct and deliver a formal, high-quality presentation.

Topic: You will draw for a topic on the first day of class.

Your topic: ____________________________________________________________

Time: 5 to 7 minutes

Outline: Turn in 3 typed copies of your Roman numeral outline (key word/phrase or full sentence) immediately before beginning your presentation. The outline heading must include (1) your name, (2) title/subject of the presentation, (3) organizational pattern used, and (4) full sentence purpose statement. The outline must also include a bibliography of sources and a list of visuals used in the presentation. See next page for an example.

Bibliography: Use APA style to reference at least 5 different external sources from at least 3 different types of sources (i.e., interviews, periodicals, websites, books, etc.) These sources must be verbally cited in the oral presentation.

Delivery: Extemporaneous. Speak from a KEY WORD/PHRASE outline on ONE 3-by-5-inch index card. Speaker notes must be prepared on an index card. Your instructor may examine this outline prior to delivery of your presentation. READING your speech results in an automatic grade reduction. Also, remember to dress appropriately.

Sensory Aid(s): One type of sensory aid is required. Follow guidelines reviewed in lecture and workbook materials for preparation. Sensory aids should enhance the effectiveness of your presentation.

Critiques: Review your speech on YouTube and use the form provided to evaluate your presentation. Turn in your completed self critique (p. 22) at your instructor’s direction. Complete a peer critique(s) (p. 17-21) following the directions of your instructor.
Sample Speech Outline

The Amazing Life and Career of the Bee Gees – Speech Outline

<table>
<thead>
<tr>
<th>General Purpose:</th>
<th>To inform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Purpose:</td>
<td>To inform my audience about the musical group the Bee Gees</td>
</tr>
<tr>
<td>Central Idea:</td>
<td>Brothers and musical superstars the Bee Gees have spent nearly 50 years at the forefront of the entertainment industry, influencing generations of musicians.</td>
</tr>
<tr>
<td>Organizational Pattern:</td>
<td>Topical</td>
</tr>
<tr>
<td>Visual Aids:</td>
<td>PowerPoint presentation, photos</td>
</tr>
</tbody>
</table>

1. Introduction
   A. **Attention-Getter**: Did you know that only one musical group has the distinction of having a number one hit in each decade since the 1960s? Would you be surprised to know that that group was the Bee Gees?
   B. **Thesis**: Brothers Barry, Robin and Maurice Gibb, also known as the Bee Gees, have spent nearly 50 years at the forefront of pop music as singers, songwriters and producers, influencing generations of musicians.
   C. **Preview**:
      1) Brief Biographies of the Brothers
      2) Singing Career
      3) Songwriting/Producing Career
   D. **Relation or credibility statement**: I am a lifelong fan of the Bee Gees, and I own almost all of their albums and sheet music.

Transition: *I will begin by giving you a brief biography of the Bee Gees.*

2. Body
   A. Brief biographies of the brothers
      1) Birth/childhood in England and Australia
      2) Romantic relationships
      3) Death of Maurice Gibb

Transition: *Their often colorful lives contributed to the group’s long-lasting successful musical career as a recording group.*

   B. Singing Career
      1) Formation of the group
      2) Early music
      3) The disco era
      4) Return to pop/rock roots
      5) Induction into the Rock ‘n Roll Hall of Fame

Transition: *In addition to their career as singers, the Bee Gees also have an equally impressive career as songwriters and producers.*

   C. Songwriting/Producing Career
      1) Songs recorded by more than 2500 artists worldwide
      2) Induction into Songwriters’ Hall of Fame
      3) Began producing albums in the 1980s

Transition: *In conclusion*

3. Conclusion
   A. **Recap**: Brothers and musical superstars the Bee Gees have spent nearly 50 years at the forefront of the entertainment industry, influencing generations of musicians.
      1) Brief biography
      2) Singing career
      3) Songwriting/producing career
   B. **Attention-Getter**: 2010 marked the 50th anniversary of the Bee Gees. Despite the loss of founding member Maurice, the Bee Gees will release a new album in the not-too-distant future, which may mean another number-one hit in another decade.
References


Sensory Aid
Visual: PowerPoint presentation
Auditory: song sample
The Do’s and Don’ts of Choosing and Limiting a Presentation Topic

DO
Choose your subject with thought and care.
Select a subject early and let it grow in your thinking.
Consider how appropriate the subject is in relation to the audience and the occasion.
Dig into your head and heart and examine your thoughts, your feelings and your accomplishments in regard to the subject.
Choose subjects from a variety of fields. Let your interest guide you where your knowledge is limited.
Have a clearly identifiable purpose in mind as you choose your subject.
Choose a subject that is fresh and about which you probably know more than your listeners.
Have confidence in your own unique qualities. There is no one like you, and what you can tell has a special worth, flavor, or importance.
Be original!

DON’T
Pick a subject at random and hope to find something to say about it later.
Procrastinate and then try to do a week’s work in thirty minutes.
Choose a subject blindly, without concern for your listener’s needs and desires.
“Lift” thoughts from publications without putting them through the mill of your own mind; be original.
Be afraid of a subject about which you know little. If you’re interested, you can find facts.
Decide to select a subject and just talk about it as you go along.
Let your interest and energy wane to the extent that you merely try to warm up some old hash.
Fall into the trap of thinking that everyone else knows what you know or thinks as you think.
Choose a topic your instructor has determined to be overused or inappropriate.
Oral Source Cites

1. **Book** – According to the Book, *Desperation*, by horror novelist, Stephen King, you are likely to find psychotic cops on US Highway Route 50 in Nevada. Or Dr. Kesselbaum, nationally recognized dream scientist, and author of the novel *Sleep Easy*, noted that dreams about being chased are the most common among rock stars. The speaker must state title, author, and qualifications.

2. **Magazine** – According to *Science* March 2009 every year over 750,000 American people will experience hip or wrist fractures. Or *New Scientist*, January 2009, explains the use of brain scans can help to determine whether or not to use drugs in the treatment of depression. The speaker must state the date of issue and the title of the magazine. Also, if someone is being quoted, his or her name and credentials must be cited orally.

3. **Newspaper** – According to the December 13th, 2009 edition of the *New York Times*, college students party too much and study too little. OR *The Wall Street Journal*, claimed in its November 5th, 2009 edition that the bull market was running smoothly. The speaker must have the name of the paper and its date. Also, if someone is being quoted, his or her name and credentials must be cited orally.

4. **Journal** – In a recent study released (recorded) on March 18th, 2008 in the *New England Journal of Medicine*, Dr. Brent Constanza, a biomaterial scientist, stated that he was amazed by how quickly reef building coral developed skeletal mineral, and determined that this same process could be used in the treatment of osteoporatic patients. The speaker must state the date of the publication, title of the journal, and if you use someone’s name also include their qualifications.

5. **Television broadcast** – On the April 15th, 2009 airing of *Prime Time Live*, Diane Sawyer noted that many people were frantically faxing their tax forms to the IRS. A speaker must state the date of airing, name of the show, and if available the executive producer.

6. **Tapes and CDs** – In John Mayer’s 2003 CD, *Heavier Things*, for which he received a 2005 Grammy for Best Male Pop Vocal Performance with the song “Daughters” he sings “and I've done all I can to stand on the steps with my heart in my hand.” The speaker must have the name of the artist, year of the song, title of the collection and the title of the song.

7. **Movies** – In *Titanic*, a 1997 film by James Cameron, the lead actors, Kate Winslet and Leonardo DiCaprio learn of the perils and pain felt by the victims of the true Titanic tragedy. The speaker must state the title of the film, date of release, and name of the director.

8. **Interviews** – In a personal interview with Diane Holman, floor supervisor at West Teleservices, on August 5th, 2009, she stated that West Teleservices has a small firm in Lubbock, Texas where there are approximately 300 marketing representatives per shift. A speaker must state the date of the interview, the person being interviewed and their qualifications, and the type (phone, letter, personal) of interview conducted.

9. **Websites** – On the Travelocity Website, at travelocity.com, on August 23, 2009, you can get good rates for hotel and plane reservations if arrangements are made through their service one week in advance of your trip. The speaker must state the name and location of the Website, along with the date the site was last accessed. You do NOT need to say WWW.

If the speaker uses the same article further along in his/her speech: “In the aforementioned (previous) *Time* article, it was stated that.....” Or “In the *Life* article cited earlier, it was proposed that.....”

If the speaker has two articles from different issues of the same magazine and needs to use them again later on in the speech: “In the previous *Sports Illustrated* article of July 10th, 2009, Nolan Ryan...”
What a Thesis Statement Is Not

1. **A promise or statement of purpose cannot serve as a thesis statement.** If you propose to do something in your speech, go ahead and do it - and phrase the thesis statement to show that you have fulfilled your expectation.

   **Promise:** In this speech I am going to show how the ancient Egyptians were able to build so many huge temples and tombs.

   **Thesis Statement:** The ancient Egyptians were able to build so many huge temples and tombs because the agricultural seasons left farmers time to do other kinds of work, the religion encouraged people to do work that glorified their gods and pharaohs, and busy masses were necessary for political and economic stability.

2. **A topic or subject by itself cannot serve as a thesis statement.** That information tells what the speech is about, but not what you have to say about the matter.

   **Subject:** New land for public parks (Not a Thesis Statement)

   Capitalizing the first letter of each word still wouldn’t make this a suitable thesis for a speech, because it makes no statement. That is, nothing is said about the land for parks. The phrase might, however, make an acceptable title for a speech.

   **Title:** New Land for Public Parks (Not a Thesis Statement)

3. **A few words added to a title; but not forming a complete sentence, cannot be a thesis statement.**

   **Not a thesis statement:** What new land ought to be taken for public parks and why That is unsatisfactory wording because, although it suggests the content of the speech, it fails to express an attitude toward the general subject or tell what the content of the speech will actually be. Moreover, it isn’t a sentence and is therefore not a complete thought.

   **Thesis Statement:** Citizens should work through governmental agencies to set aside land for public use before business interests destroy the natural beauty and natural resources.

   Now you can see clearly what the speech will be about. Furthermore, you can tell from this thesis statement something about the order in which the material is going to be presented. Also, the speech will be easy to write because the thesis statement provides a framework that only requires development to express what you have discovered through research and what you believe about the topic.

4. **A question cannot serve as a thesis statement** because it is not a statement at all. A question only means that an answer will follow.

   **Question:** What are Steven Spielberg’s contributions to film?

   **Weak Thesis Statement:** Steven Spielberg’s innovations gave new perspective to movies.

   The statement is weak because it is vague. A listener would want to know what these innovations were and perhaps what new perspective Spielberg gave to making movies. It is not a useful statement as the thesis for the speech because it does not help the speaker organize information to be included in the speech.

   **Excellent Thesis Statement:** Steven Spielberg’s use of unconventional camera angles, special effects, and dramatic editing introduced an artistic perspective to filming movies.
### Transitional Word Choices

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addition</strong></td>
<td>These words indicate that what follows is supplementary to what precedes; they link matters of like kind and grammatical form: <em>also, and, moreover, furthermore, likewise, again, in addition</em></td>
</tr>
<tr>
<td><strong>Cause-Effect</strong></td>
<td>These words indicate that what follows is the result of what proceeds: <em>therefore, and so, consequently, subsequently, as a result, thus, accordingly</em></td>
</tr>
<tr>
<td><strong>Contrast/Comparison</strong></td>
<td>These words indicate a change in direction. They suggest conflict and sometimes imply concession. <em>But, however, yet, on the other hand, still, nevertheless, notwithstanding, nonetheless</em></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td>These words restrict or enlarge: <em>So that, in order that, for this reason, of course, in other words, in fact, for example/instance, to illustrate, to simplify</em></td>
</tr>
<tr>
<td><strong>Subsequence</strong></td>
<td>These words indicate a reason for a subsequent sentence: <em>because, for</em></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>These words indicate a relationship in time or cause: <em>then, until, since, as, tomorrow/in the future, now/today, yesterday/in the past</em></td>
</tr>
<tr>
<td><strong>Concession</strong></td>
<td><em>although, though, while</em></td>
</tr>
<tr>
<td><strong>Spatial Order</strong></td>
<td><em>nearby, in the distance, to the north, in front of, behind, next to</em></td>
</tr>
<tr>
<td><strong>Importance</strong></td>
<td><em>most importantly, above all, keep in mind, remember, listen carefully, take note of</em></td>
</tr>
<tr>
<td><strong>Numerical Order/Signposts</strong></td>
<td><em>first, second, initially, to begin with, next, finally</em></td>
</tr>
</tbody>
</table>
Suggestions for the Preparation and Use of Sensory Supporting Materials

1. All sensory aids should be visible, clear, simple, and controllable.
2. Sensory aid construction should match the professionalism of your audience and the occasion.
3. Everything should be large enough to be seen by all without straining.
4. No mistakes in spelling, punctuation, etc.
5. Everything written or drawn should be short, simple, and very clear.
6. No vertical writing.
7. Speaker should look at the audience and let the audience look at the aid.
8. A speaker must not block the aid with his/her body.
9. A speaker should never turn his/her back to audience.
10. A speaker may use a pointer; stand to the side and use upstage hand to point.
11. Cover or put away an aid before and after it is used so it doesn’t distract.
12. Summarize verbally after an aid is used.
13. Keep the focus on the speaker rather than the aid; the aid is to assist the speaker.
14. A speaker should be sure to refer to the aid. Just a poster on an easel from beginning to end adds nothing.
15. Any writing or drawing that is to be done on the board during a speech should be legible and well rehearsed.
16. Hand-outs are a distraction and may dilute the impact of a speech. Be very cautious about the use of handouts before and during the speech.
17. A speaker should have all materials at or near the podium; they should be prepared for use in advance (masking tape in place, items in correct order, pages marked, etc.).
18. Practice with aids and include this in speech time frame.
19. If an assistant will be needed, plan for this in advance.
20. Don’t allow aid to block speaker.
21. Charts should be on firm paper and placed on an easel unless they are suspended from hooks; avoid resting them on chalkboard ledges or propping them on chairs.
22. Plan very carefully for detailed topics such as the playing procedures for sports; aids will not clarify an overly long or confusing speech.
23. Weapons and dangerous illustrations are usually best avoided: examples are hand grenades, twirling a fire baton in closed room, poisonous snakes, starting a fire in order to demonstrate a fire extinguisher, etc.
24. Subjects involving close perusal or footwork should be avoided unless they can be demonstrated on a chart or the seating arrangement is such that all can see; examples are golf stances, folk dances, stamp collecting, etc.
25. Use only masking tape if tape must be used; cellophane tape leaves a residue.
26. Items that are passed around the audience are seldom effective.
27. Speaker should move with an aid if necessary; walk around so that all can see.
28. Check visibility from all parts of the room prior to the presentation.
29. Practice with the microphone and adjust to the situation beforehand.
30. A-V equipment must be ready to go – CD’s/DVD’s must be cued, transparencies prepared, and PowerPoint checked in the classroom. A run through is highly recommended.
31. A –V shouldn’t play/talk for over 30 seconds in a 5-7 minute speech. If needed, turn volume down and narrate.
32. Members of the audience should not be placed in embarrassing situations; if they protest involvement, move to another person.
33. If there is doubt as to the function, handlings, or effectiveness of any aid material/equipment, do not use it.
34. Carry back-up supplies. Always have a “Plan B” in case “Plan A” does not work.
35. Arrange for safe transportation of aids (e.g., consider weather conditions).
Most Observed “Errors” in First Speeches

1. Introduction
   A. Beginning – Vocalized/verbalized pause (‘uh’ or ‘ok’), or "Today my speech is over...
   B. Non-existent justification
   C. Omitted preview of main points

2. Body
   A. Weak verbal support
   B. Too brief
   C. Underdeveloped
   D. Rambling
   E. Skipping back and forth between points
   F. Technical transitions – or not planned at all
   G. Visual took too much speaking time
   H. No signposting; couldn’t tell which point was being discussed.

3. Conclusion
   A. Omitted review of major points
   B. “That’s it,” “I’m through” – No definite ending
   C. Packing up and returning to desk as concluding

4. Delivery: Too short or too long
   A. Verbal
      1) Filler statements – uh, and uh, you know, OK, stuff, etc. (Take a breath instead)
      2) Too vague – "stuff"
      3) Jargon – undefined
   B. Paralanguage
      1) Read speech
      2) Too fast
      3) No energy – monotone
      4) Sporadic – weak fluency
   C. Nonverbal
      1) Eyes down
      2) Pacing
      3) Playing with speaker notes
      4) No gestures because gripping podium or hands are clasped together
      5) No control over visual aid

5. Outline
   A. Incomplete
   B. Too wordy
   C. Inconsistent format
Audience Code of Ethics

1. Do not sleep during a speech presentation.
2. Do not carry on private conversations during a speech.
3. Do not come into the room during a speech; wait until the speaker finishes to enter the room.
4. Do not interrupt the speaker. Wait until the end of the speech to ask questions or express opinions.
5. Actively participate when it is appropriate. Respond to the speaker.
6. Avoid distractions such as clicking pens, tapping feet, etc.
7. Have eye contact with the speaker.
8. Give the speaker positive and appropriate feedback:
   A. Be enthusiastic – Avoid “Oh no, not him/her again!”
   B. Don’t make the speaker feel stupid.
   C. Don’t judge the content until you have listened to the entire speech; after all, you might just learn something new!
9. Empathize; put yourself in the speaker’s shoes.

Writing a Constructive Critique

Types of feedback to be provided:
   - Descriptive - comments about what the speaker did/said during the speech (during speech while listening)
   - Evaluative – what/why was good or needs improvement and recommendations (after speech)

Procedures
1. Compliment specifically what was done well and why (justify why).
2. Mention areas to be improved upon. Be specific as to why you view that area as weak and provide suggestions for improvement.
3. Never should you write that something was good, excellent, etc. without elaborating as to why it was good, excellent, etc. The purpose of a critique is to enable the speaker to improve and become successful! Give them a specific goal!
**Student Workbook**

### Individual Presentation Critique

<table>
<thead>
<tr>
<th>Evaluator’s Name:</th>
<th>Speaker’s Name:</th>
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<th>Date:</th>
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<thead>
<tr>
<th>Topic:</th>
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#### ORGANIZATION AND CONTENT

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<thead>
<tr>
<th>Introduction</th>
<th>Body</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>Attention getting technique?</td>
<td>Main points clear and appropriate to topic?</td>
<td>Main point review?</td>
</tr>
<tr>
<td>Justification?</td>
<td>Adequate time devoted to each main point?</td>
<td>Tie back to attention getting technique?</td>
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<tr>
<td>Thesis stated?</td>
<td>Clear organizational pattern used?</td>
<td>Memorable and effective closing?</td>
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<td>Major point preview?</td>
<td>Internal point organization/summaries?</td>
<td>Transitions Used (specific signpost used on all transitions)</td>
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<tr>
<td></td>
<td>Supporting materials – varied, relevant, specific, sufficient, timely?</td>
<td></td>
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<td>Sources cited and how they were cited?</td>
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#### DELIVERY

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<tr>
<th>Verbal (language/word choice)</th>
<th>Vocal (paralanguage cues)</th>
<th>Nonverbal (physical delivery)</th>
<th>Sensory Aids</th>
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<td>“Filler” statements?</td>
<td>Rate? Tone?</td>
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<td>Effectively used?</td>
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<tr>
<td>Pronunciation?</td>
<td></td>
<td>Use of speaker notes?</td>
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What was good about this speech? What needs improvement?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

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## ORGANIZATION AND CONTENT

**Introduction**
- Attention getting technique?
- Justification?
- Thesis stated?
- Major point preview?

**Body**
- Main points clear and appropriate to topic?
- Adequate time devoted to each main point?
- Clear organizational pattern used?
  - Which one?
- Internal point organization/summaries?
- Supporting materials - varied, relevant, specific, sufficient, timely?
- Sources cited and how they were cited?

**Conclusion**
- Main point review?
- Tie back to attention getting technique?
- Memorable and effective closing?
- Transitions Used (specific signpost used on all transitions)

## DELIVERY

**Verbal (language/word choice)**
- Grammar? Slang/jargon?
- “Filler” statements?
- Repetitive phrases?

**Vocal (paralanguage cues)**
- Pitch? Volume?
- Rate? Tone?
- Articulation?
- Pronunciation?

**Nonverbal (physical delivery)**
- Posture? Gestures?
- Body movement? Eye contact?
- Facial expression? Physical appearance?
- Use of speaker notes?

**Sensory Aids**
- Adequate preparation?
- Effectively used?

What was good about this speech? What needs improvement?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
### Individual Presentation Critique

**Evaluator’s Name:** __________________________

**Speaker’s Name:** __________________________

**Date:** __________________________

**Class Time:** __________________________

**Topic:** __________________________

**Speaking Time:** __________________________

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What was good about this speech? What needs improvement?

_____________________________________________________________________________________________

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# Individual Presentation Critique

**Evaluator’s Name:** __________________________________________

**Speaker’s Name:** __________________________________________

**Date:** ______________________________________________________

**Class Time:** ________________________________________________

**Topic:** _____________________________________________________

**Speaking Time:** _____________________________________________

## ORGANIZATION AND CONTENT

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Body</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>Attention getting technique?</td>
<td>Main points clear and appropriate to topic?</td>
<td>Main point review?</td>
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<td>Justification?</td>
<td>Adequate time devoted to each main point?</td>
<td>Tie back to attention getting technique?</td>
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<td>Clear organizational pattern used?</td>
<td>Memorable and effective closing?</td>
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<tr>
<td>Major point preview?</td>
<td>Internal point organization/summaries?</td>
<td>Transitions Used (specific signpost used on all transitions)</td>
</tr>
<tr>
<td></td>
<td>Supporting materials – varied, relevant, specific, sufficient, timely?</td>
<td></td>
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<td>Sources cited and how they were cited?</td>
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## DELIVERY

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<tr>
<th>Verbal (language/word choice)</th>
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What was good about this speech? What needs improvement?

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Individual Presentation Self-Evaluation

Please respond to the following questions after viewing your presentation on videotape. Be sure to answer EVERY question and please do so in proper full-sentence paragraph form. Don’t be afraid to criticize or praise yourself, be honest and as objective as possible.

Please write or type your response on a separate sheet of paper. Answers submitted on this piece of paper will NOT be graded.

1. Explain why the topic you choose was appropriate for (1) you and (2) your audience.

2. From watching your videotape, transcribe exactly what you said in your opening (Introduction) and closing (Conclusion) comments. Explain why they were or were not effective. How could each have been improved?

3. What sources of information were verbally cited during your presentation? Describe how effectively your verbal citations (oral footnotes) were delivered.

4. Evaluate your delivery, addressing each of the following areas:
   - **Verbal** (grammar, word choices)
   - **Vocal** (pitch, volume, rate, tone, articulation, and pronunciation)
   - **Nonverbal** (physical appearance, posture, gestures, eye contact, facial expression, body movement)

5. Identify at least two specific areas that you will focus on for improvement for your next presentation in this class or any other setting. (“Don’t be so nervous” would be considered an incomplete response. For example, if you felt nervousness was one factor that interfered with the effectiveness of your presentation, identify what strategies you will use to control that anxiety in future presentations.)

6. Overall, what was the most effective aspect of your presentation? Why?

7. Additional comments:

Due Date: ________________________________
Group Presentation Assignment

It’s Transfer Fair Day at SPC! Each team will attempt to convince your audience why they should transfer from SPC to your institution. Your group will make a 20-30 minute speech (depending on how many people are in your group). Each team member must speak between 5-7 minutes. Each team will pass out a brochure to the audience. Each team will create a PowerPoint presentation. Each team will submit a group folder.

Your flyer should:
- Be well-designed
- Be grammatically correct and free of spelling errors
- Be visually appealing

Your flyer should:
- Should contain information specific to your target audience (2-year college transfer students)

What goes in the group folder?
- Group outline – not individual ones!
- Color handout of PPT (3 slides/page)
- Color copy of brochure
- A list of references in APA format

What goes in the group folder?
- A meeting log for each time your team met (including in-class times and out-of class times)
- Sign-in sheet
- Summary of what happened at each meeting

Where do we find information?
- Start with each college’s website
- *U.S. News & World Report’s college rankings*
- Additional resources

Where do we find information?
- Talk with a transfer counselor here or at the school you’re presenting

What will we actually turn in?
- Presentation outline draft
- Presentation references draft

What will we actually turn in?
- Group Presentation and Folder
- Individual self-evaluations

A few things to consider:
Each person must speak between 5-7 minutes.
Your total group speaking time must be a minimum of 20 minutes, not including the question/answer period.
You will be evaluating the other groups’ performance and then choosing the school you’d like to apply to. You can say your own, but you will be required to submit reasons for your choice.

Appearance
Remember that you need to be dressed similarly. If one of you wears jeans, **ALL** of you should wear jeans. You will be representing schools, so you need to dress either business casual or in a manner that would appeal to a college group yet be professional. Each person is allowed to have no more than two 3x5-inch note cards. You will turn in the note cards, so please write your name and school on each card. Do NOT write your speech verbatim on the card(s). Write your section of the outline and perhaps any of the sources you will reference.

Group Folder
- Group outline with proper header/page numbers
- Color handout of group PowerPoint (3 slides per page)
- Color copy of brochure/flyer
- List of references in APA format
- Group meeting logs

Logistics
- Who is going to hand out your brochures? At what point of the speech (before, during)?
- Who will advance the PowerPoint slides during each section of the presentation?
- What will the others being doing while a member is speaking?
- How will you handle questions?
**Course Evaluation**

We want our Business and Professional Speech Communication course to get better and better each semester, so your comments and opinions are important to us. Please respond honestly and completely to each item by using the following scale where appropriate:

1 = strongly disagree 2 = disagree 3 = undecided 4 = agree 5 = strongly agree

<table>
<thead>
<tr>
<th><strong>POWERPOINT PACKET</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I found it “readable.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Its presentation of information was clear to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I read the text as we covered each area.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Comments regarding the text:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

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<tr>
<th><strong>SYLLABUS</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. It made clear to me what was required in this course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The daily schedule (if provided) was useful to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I think the course policies are fair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Comments regarding the syllabus:</td>
<td></td>
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<tr>
<th><strong>WORKBOOK</strong></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It was helpful to my completion of this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. It was worth the money I paid for it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. It was easy to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. It was well organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Comments regarding the workbook:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<th><strong>WRITTEN EXAMINATIONS</strong></th>
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<tbody>
<tr>
<td>1. My instructor prepared me adequately.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I was tested over manageable quantity of information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I believe our tests were graded fairly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Comments regarding the written exams:</td>
<td></td>
<td></td>
<td></td>
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</table>
PRESENTATIONS
1. My instructor prepared me adequately to present. 1 2 3 4 5
2. I believe our presentations were graded fairly. 1 2 3 4 5
3. Comments regarding the oral presentations:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

INSTRUCTOR: My instructor .......
1. seemed knowledgeable. 1 2 3 4 5
2. explained information clearly. 1 2 3 4 5
3. was willing to be accessible & helpful outside the class. 1 2 3 4 5
4. seemed organized. 1 2 3 4 5
5. seemed interested in & enthusiastic about teaching. 1 2 3 4 5
6. Overall, I rate my instructor as:
7. Comments regarding your instructor:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

ACTIVITIES & ASSIGNMENTS
1. Rank order the following assignments/activities according to which you feel taught you the most with 1 being the most valuable, 2 the second most valuable, and so forth.
   ______ Communication analysis paper
   ______ Individual public speaking presentation(s)
   ______ Team presentation
   ______ Information-gathering interview
   ______ Cover letter/résumé assignment
   ______ Other (please list and explain)
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
2. I think the (please choose from list above) could be improved by:
   __________________________________
3. I think a good substitution/addition (in place of/in addition to an item from list above) would be:
   __________________________________
4. Comments regarding the activities & assignments:
   __________________________________
   __________________________________
   __________________________________
   __________________________________