

University Studies 489: BUS Capstone Experience

Spring 2012 * 1 Credit * Online* Class Number # 8421

Instructor: Dr. Melissa Vosen Callens
Telephone #: 701-231-6314
E-mail: melissa.vosen@ndsu.edu
Office: Morrill Hall 112A
Office Hours: 2-4, Tuesday, Thursday



Texts

Kirszner, L.G., & Mandell, S.R. (2012). *The pocket Wadsworth handbook*. (5th ed.). Boston: Thomson Wadsworth.

Williams, R. (2008). *The non-designer's design book* (3rd ed.). Berkeley, California: PeachPit Press.

In addition to these texts, you will be expected to create a final presentation that requires you to incorporate both visual and audio elements. You have two options. For the first option, you must have access to PowerPoint and a microphone. If you choose the PowerPoint option, you will need to record your voice and embed the file into your PowerPoint presentation. Microphones, at Wal-Mart, cost around ten dollars. The second option is to give your presentation with the face-to-face class on April 30. You will still need to create a PowerPoint for this presentation as well.

Blackboard: On a regular basis, you will need to login and check <http://blackboard.ndsu.nodak.edu> for announcements and to post on the discussion boards. ALL papers should be **submitted via BB** by their due date. *Supporting Materials will be posted on Blackboard.*

Course Description

The course consists of creating a job packet (report, email, cover letter, resume, and thank you letter) as well as a reflective paper, approximately 12-15 pages in length, designed to provide the student with the opportunity to integrate and synthesize the cumulative academic experience as it relates to the approved Statement of Goals.

Course Outcomes

The course outcome is that students will demonstrate understanding of the extent to which the Bachelor of University Studies Degree curriculum provides them with the educational experience necessary to accomplish the goals specified in the approved BUS Student Proposal.

Assignments / Evaluation

- Professional Email (50 points)
- Mini-Research Report Memo (100 points)
- Cover Letter (100 points)
- Resume (100 points)
- Thank You Letter (25 points)
- Resume Critique or Mock Interview (50 points)
- Reflective Paper (275 points)
- Final Presentation (100 points)
- Weekly Posts and Quizzes (200 points)

Grading Scale

| Grade Values (letter and numerical) | Grade Definitions |
|-------------------------------------|--|
| A= 901 — 1000 | Excellent work: exceeds expectations, little or no room for improvements. |
| B= 801 — 900 | Good to very good work. Strong in most or all areas, with some room for improvement. |
| C= 701— 800 | Adequate to good. Fulfills basic requirements of the assignment, but lots of room for improvement. |
| D = 601— 700 | Incomplete or deficient. Assignment(s) incomplete or not understood, and/or basic skills lacking. |
| F = 600 or below. | Failure: work not completed or not turned in, basic skills absent, and/or work turned in not your own. |

Deadlines: Please note that in addition to the assignments, students will be expected to complete weekly activities. **Late work is penalized 10% per late week (Monday is the start of a new week)**—unless prior arrangements have been made with me. **Late is if you don't have it in when I ask for it to be submitted. Even if it is five minutes late, I am already counting that as one late week. If missed, minor, daily assignments will be given a zero.** Please see each assignment for individual rubric and evaluation procedures.

If you wish to receive credit for the course, all major assignments must be completed (job packet assignments, reflective paper, and presentation). Even though you are not “required” to complete all posts and quizzes, your writing assignments will most likely suffer.

Quizzes: Quizzes must be completed by 11 p.m. the day they are due. In addition, I will not allow students to work ahead. For example, a quiz that is due Monday the 30th will be made available AFTER Monday the 23th (11 p.m.). Quizzes cannot be made up for any reason; they are considered a minor assignment.

General Note: All papers must adhere to APA guidelines. Students should use Times New Roman 12 point font. The paper should have one inch margins.

Policies

Special Needs: In keeping with the Americans with Disabilities Act, I would encourage students with disabilities who need accommodations in this course to contact me as soon as possible so that the appropriate arrangements can be made to accommodate particular needs. This syllabus can be made available in alternative formats upon request.

Other: Veteran, active duty military personnel, and National Guard members with special circumstances are welcome to and encouraged to communicate these, in advance if possible, to the instructor, who in consultation with the appropriate office *may* make *reasonable* accommodations.

Academic Dishonesty/Plagiarism: The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#). Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty. Students are responsible for doing and submitting their own work. Academic dishonesty, in any form, is inconsistent with an academic community that operates on the basis of honesty, integrity, and fair play. Verifiable instances of academic dishonesty may result in a zero on the assignment, the reduction of the final letter grade, or other University action appropriate to the act. Such actions may include dismissal, which is a suspension from NDSU for a specific period of time, or expulsion from NDSU, which carries no expectation of return at a later date. If questions arise, students are encouraged to consult with the instructor.

Academic Honesty Defined: All written and oral presentations must “respect the intellectual rights of others. Statements lifted verbatim from publications must be cited as quotations. Ideas, summaries or paraphrased material, and other information taken from the literature must be properly referenced” (*Guidelines for the Presentation of Disquisitions*, NDSU Graduate School, 4).

Code of Student Behavior: All interactions in this course will be civil and show respect for others. Student conduct at NDSU is governed by the Code of Student Behavior: <http://www.ndsu.edu/ndsu/vpsa/code/>.

Expectations

- Treat this course as your first place of employment. I can serve as a great job reference if you put forth tremendous effort in the course. All aspects of this course are designed to help you in the workplace setting: memo, resume, and cover letter writing, interviewing, and designing and giving presentations.
- For every credit hour of class time, be prepared to spend three *additional* hours of work. Some weeks will require less time, some weeks will require more, but **this formula is a standard gauge for college education**. This is a SENIOR level course; I expect senior level work ethic and work.
- Show respect for your teacher. Show respect for your classmates, their ideas, and their writing. Learning to respect—even understand—diverse perspectives is one of the hallmarks of a university-educated person.
- Be an active learner. Be observant, thoughtful, and curious.
- Students will not be allowed to use computer problems as an excuse as to why their work is late. They are responsible for backing up their work. Regular completion of all assignments, on time and as scheduled, is important to your success in this course.
- Please use Microsoft Word to complete papers. If you only have WordPerfect or Microsoft Works, you should definitely SAVE AS.rtf (Rich Text Format).
- Emails to the instructor must be error-free (I am an English teacher, after all) and will be responded to within 24 hours Monday-Friday. If a flood or other major disaster occurs during this semester, the instructor will communicate with the class via email on how to complete the course.
- **Any of the following can result in a student receiving 50-100% deduction on a paper, assignment, project:**
 1. If the paper requires 5 pages, a paper containing less than 5 FULL pages (using Times New Roman, 12 point font)
 2. Lack of parenthetical citations and/or lack of a Reference page when it's obvious a source(s) has been used

Tentative Course Schedule—Always Subject to Change

Note 1: All posts will be made via our class discussion board. To access the discussion board, log onto Blackboard. Click on “Posts” on the left hand side of your screen. Next, locate the appropriate forum for the day.

| Date | Readings | Assignments due |
|-------------------------|---|--|
| 1 / 23 by 11 p.m. | Syllabus. You can find the syllabus under “syllabus” on BB. Read job packet assignments; these can be found in the syllabus. | Post: 250-word introduction to the discussion board. Give your classmates an idea of who you are and why you are here. Please respond to at least three classmates. Quiz: Take Course Introduction found under Distance Quizzes. Remember to use Firefox web browser when taking quizzes! |
| 1 / 30 by 11 p.m. | Watch plagiarism video and read plagiarism handouts posted under Course Documents > Plagiarism Unit forum on BB. <i>Handbook</i> , 234-263 (SKIM) | Post: 250 word response to the video. How do you define plagiarism? What do you think the consequences should be for plagiarizing in school? For professional historians, writers, scholars? How does this information relate to your mini research memo assignment? |
| 2 / 6 by 11 p.m. | <i>Handbook</i> , 155-179 Re-read Mini Research Memo Assignment and Email Assignment (found in the syllabus). Watch Research Companies: http://www.careerspot.com/vidplay_links_ext.aspx?aid=533&apass=aBoA7hx747GsUDYZKKuvkypWXbrE7a8TLikCX2PsIh0=&vidnum=8& | Quiz: Take Quiz One found under Distance Quizzes. Post: Three online job ads or graduate programs you are interested in (either copy / paste to your post or post links) to the class discussion board. |
| 2 / 13 by 11 p.m. | Watch Design Lecture found under Course Documents > Online Lectures. <i>Non-Designers</i> , 11-90 | Quiz: Take Quiz Two found under Distance Quizzes. Post: Three facts you find interesting about the company / school you are researching for your mini-research memo. |
| 2 / 20 by 11 p.m. | No school. | Enjoy your day! |
| 2 / 27 by 11 p.m. | Watch Resume Lecture found under Course Documents > Online Lectures. Watch Making Your Resume POP: http://www.careerspot.com/vidplay_links_ext.aspx?aid=533&apass=aBoA7hx747GsUDYZKKuvkypWXbrE7a8TLikCX2PsIh0=&vidnum=5& <i>Non-Designers</i> , 90-143 Read Cover Letter and Resume Assignment. | Quiz: Take Quiz Three found under Distance Quizzes. Post: One question / concern you have about the job packet and / or class. I will answer them. |

| | | |
|-------------------------|---|---|
| 3 / 5 by 11 p.m. | No readings. Watch The Cover Letter: http://www.careerspot.com/vidplay_links_ext.aspx?aid=533&apass=aBoA7hx747GsUDYZKKuvkypWXbrE7a8TLikCX2PsIh0=&vidnum=15& Watch Cover Letter Lecture found under Course Documents > Online Lectures. | Post: Please post a sentence that you plan on using in your cover letter that shows you did your research, i.e. what information (research you found) you plan on using in your cover letter to show that you know / understand the company or graduate school. See discussion board for examples. |
| 3 / 12 by 11 p.m. | No school. | Happy Spring Break! |
| 3 / 19 by 11 p.m. | <i>Non-Designers</i> , 144-end <i>Handbook</i> , 323-328 Watch The Art of Saying Thank You: http://www.careerspot.com/vidplay_links_ext.aspx?aid=533&apass=aBoA7hx747GsUDYZKKuvkypWXbrE7a8TLikCX2PsIh0=&vidnum=11& Watch The Interview: http://www.careerspot.com/vidplay_links_ext.aspx?aid=533&apass=aBoA7hx747GsUDYZKKuvkypWXbrE7a8TLikCX2PsIh0=&vidnum=2& | Quiz: Take Quiz Four found under Distance Quizzes. Double check formatting on your job packet assignments. See <i>Handbook</i> reading assignment. |
| 3 / 26 by 11 p.m. | Read Reflective Paper assignment; this can be found in the syllabus. Read 2-3 reflective paper examples; these can be found under Course Documents. | Your complete job packet is due via the assignments function on BB: email, mini-research report, cover letter, resume, and thank you / follow up email. Please put all of these assignments into ONE file. |
| 4 / 2 by 11 p.m. | No readings. Work on reflective paper. Read 2-3 additional reflective papers examples; these can be found under course documents. | |
| 4 / 9 by 11 p.m. | No school. | Enjoy your day! |
| 4 / 16 by 11 p.m. | No readings | Post: Draft of part I and II. |
| 4 / 23 by 11 p.m. | <i>Handbook</i> , 328-332 | Post: Complete draft of paper. Resume critique or mock interview via the Assignments function on BB. |
| 4 / 30 by 11 p.m. | No readings. Work on presentations. | Paper due the assignments function on BB. |

| | | |
|------------------------|--|---|
| 5 / 7 by 11 p.m. | | Your presentation is due by May 7 th . It must incorporate visuals and sound. You can either tape yourself giving your speech or edit your voice into PowerPoint. You can also request to give your presentation with the face-to-face class on April 30 at 3:00 in Morrill 105. Please make this request by April 23 rd . See examples under course documents. |
|------------------------|--|---|

Mini Research Report Memo

Length: 2 FULL pages, single spaced + reference page

Due Date: With entire job packet, March 26

Value: 100 points

Part I Assignment: Your assignment is to write a mini-research report in **MEMO** format (see page 329 in your handbook) describing to me your investigation of the potential employer, the organization, or the graduate school to which you will be addressing your letter of application. The memo, in essence, will be a summary of your research. You will need to determine where you would realistically be interested in applying and research the company / organization / school.

Finding a job (or a school) is all about representing yourself, and for most you, you will be asked to represent and sell yourself in the form of a cover letter, resume, and eventually an interview. The key to selling yourself and a successful interview is to know your audience. This assignment will help you “know” your audience. In addition to your memo, you will be asked to submit a separate reference page listing your sources.

Some hints:

- Decide where you are applying (and for what)
- Choose a company you would really want to work for, a graduate school you really want to attend, or an organization (Peace Corps, for example) that you genuinely want to be a part of
- Get all the information you can about your audience from brochures, help-wanted ads, internet source, application, etc.
- If after gathering information you still have questions (pretend you do), write a formal email requesting more SPECIFIC information (see email netiquette assignment).

Purpose: The purpose of the report is to inform me (**address your memo to me**) about the company (school, organization) you are most interested in. It will help you learn more about your audience and create better resumes, applications, etc. This is a professional, formal document. If you get information from an outside source, which you most likely will, make sure to cite the source!

In addition, this assignment will give you practice writing a document seen in the workforce: a memo.

Audience: For this writing assignment, your audience will be me. It is okay to use “I.” Tell me about what you learned.

Evaluation: Your report should be clear and organized and provide an in-depth look at the company or school you are interested. You should be professional and employ careful editing and correct grammar. See rubric below.

Below are a few things you might want to consider putting in your report.

- Name, title of a person to whom you are applying
- History of the organization as it relates to your application
- Competition for the position
- Size of company, school, organization
- Line of products, programs, and services
- Organizational structure, promotional path, age and background of top management
- Other information that interests you

Grading Rubric:

| | |
|---|-----------|
| Provides adequate amount of information (in-depth look at company / school), 2 full pages of information | 5 4 3 2 1 |
| Follows memo format <ul style="list-style-type: none">• Header information, punctuation• Single-spaced• Initialed at name | |
| Document is well organized, transitions are used | 5 4 3 2 1 |
| Document is professional and free of editing errors (spelling, grammar, citation) | 5 4 3 2 1 |

Please note: If for whatever reason you would like to propose a different type of report because of your current career goals, feel free to run your ideas by me. This assignment should be useful to you in some way or another. If you would like to propose a different report, you need to do so ASAP.

Professional Email

Length: Variable, Concise is best

Due Date: With entire job packet, March 26

Value: 50

Part II Assignment: This assignment, Part II of the job packet, requires you to write a professional email. You will be asked to write a short email to the employer, organization, or graduate school you are interested in, requesting more information. **This should be the same job you are researching and tailoring your cover letter and resume to.** You will need to send this email as well as print off a copy to include in your job packet. Depending on the recipient's preferences, you may also have to follow your email up with a phone call or meet with them in person.

Purpose: The purpose of the initial email is to get more information that could help you on your job search as well as make a contact—it is called networking! The email should also get you thinking about communicating professionally electronically. This is a formal email, so you will also get practice in sending important information electronically. Often, people send informal emails addressing formal matters. Always know your audience.

Audience: For this writing assignment, you will be expected to identify your audience; most likely, it will be a potential employer or potential professor / school admissions counselor.

Evaluation: Your email should be clear and organized (consider your design); it should be respectful and concise. You should be professional and employ careful editing and correct grammar.

Grading Rubric:

| | |
|--|-----------|
| Addresses Audience Appropriately <ul style="list-style-type: none">• Appropriate greeting• Descriptive subject• Professional voice | 5 4 3 2 1 |
| Provides a clear introduction and purpose and expresses gratitude <ul style="list-style-type: none">• Specific request• Design that supports your request | 5 4 3 2 1 |
| Document is professional and free of editing errors (spelling, grammar, citation) | 5 4 3 2 1 |

Thank You Note

Length: Variable, Concise is best

Due Date: With entire job packet, March 26

Value: 25

Part III Assignment: For Part III of the job packet, you need to pretend you got an interview. Write a thank you note to the person you interviewed with. In “real” life, your thank you letter should be **handwritten** and personal. For this assignment, because you are taking the course online, I will allow you to type your thank you in the form of an email.

Purpose: The purpose of the thank you note is simple—express gratitude to the potential employer or graduate school. It is also a chance to reiterate why you are a good fit for the company or school. A thank you letter can help you stand out in a large pool of candidates.

Audience: For this writing assignment, you will be expected to identify your audience; most likely, it will be a potential employer or potential professor / school admissions counselor.

Evaluation: Your thank you note should be clear and organized; it should be respectful and concise. You should be professional and employ careful editing and correct grammar. Your thank you note should identify who you are and why you are writing. Make sure you use the person’s preferred titled, correctly spelled first and last name, and business address. See rubric below.

Grading Rubric:

| | |
|---|-----------|
| Addresses Audience Appropriately <ul style="list-style-type: none">• Appropriate greeting• Appropriate card• Professional voice | 5 4 3 2 1 |
| Provides a clear purpose (expresses gratitude), reiterates why you are a qualified candidate | 5 4 3 2 1 |
| Document is professional and free of editing errors (spelling, grammar, citation) | 5 4 3 2 1 |

Cover Letter

Length: 1-2 pages (depending on audience)

Due Date: With entire job packet, March 26

Value: 100 points

Assignment: Part IV of the job packet is to write a letter of application for the job or graduate school you researched in your mini-research report. This letter should be 1-2 pages in length. Most likely, a job application cover letter would be about a page. On the other hand, a graduate school application cover letter might be a bit longer. The length will be determined based on your assessment of your audience.

Purpose: A good letter of application, like your resume, is both informative and persuasive.

Audience: Your audience will depend on where you are applying.

Evaluation: I will be looking to see if you how well you addressed your audience. I will also be looking to see if your letter is clear and organized and is both persuasive and informative.

Below are a few things you might want to consider putting in your cover letter.

- State what you are applying for (mirroring the word of the ad or grad program)
- Use specific examples to describe your qualifications AND tie those qualifications to the actual job you are applying for
- Show the company you know how they operate and what they value AND why this interests you
- Refer to your resume (or other enclosed materials)
- Ask for an interview or request a follow-up (make sure to do this appropriately)

Grading Rubric:

| | |
|---|-----------|
| Provides evidence that the applicant understands the position / company and has researched the it | 5 4 3 2 1 |
| Uses specific examples to highlight qualifications | 5 4 3 2 1 |
| Addresses audience appropriately—is professional, informative, and persuasive | 5 4 3 2 1 |
| Document is well organized, transitions are used | 5 4 3 2 1 |
| Document is professional and free of editing errors (spelling, grammar, citation) | 5 4 3 2 1 |

Resume

Length: A resume should probably not be longer than two pages (and preferably one) in length.

Due Date: With entire job packet, March 26

Value: 100 points

Assignment: Your next assignment is to develop and submit your professional resume suitable for a job interview. Your resume—along with your cover letter—should “sell” you to a possible employer.

Purpose: A good resume supports and is supported by your letter of application. It should be both informative and persuasive.

Audience: The company, school, or organization you have been planning to apply for.

Evaluation:

Grading Rubric:

| | |
|---|-----------|
| Reflects rhetorical choices based on careful thought to audience, purpose, and situation | 5 4 3 2 1 |
| Shows attention to visual choices that help make the document readable | 5 4 3 2 1 |
| Employs "reader-centered" readability guidelines: <ul style="list-style-type: none">• consistent 3rd person point-of-view (don't use I)• lists in parallel form, active verbs• professional language, clear, and concise | 5 4 3 2 1 |
| Fills a page and is no more than two pages, Shows attention to relation among all items in the packet | 5 4 3 2 1 |
| Document is professional and free of editing errors (spelling, grammar, citation) | 5 4 3 2 1 |

Resume Critique or Mock Interview

Due Date: April 23

Value: 50 points

Assignment: For this project, students must make an appointment with NDSU Career Services (Ceres 306) to have their resume critiqued or participate in a mock interview.

Purpose: The more eyes the look over a document—the better! The purpose of this assignment is to get additional feedback on your resume.

Evaluation: Professional critiques are provided by the NDSU Career Center (Ceres 306). Call 231-7111 to set up an appointment. Distance students who are out of town can also get their resume critiqued by a human resources professional. Students must submit proof of critique. Students will be graded on whether or not they turn in a signed copy of their resume critique or a short note from the professional that reviewed the resume.

Reflective Paper & Oral Presentation

Length: 12-15 pages (this does not include the reference page or the cover page)

Due Date: April 30 (paper) May 7 (distance presentations)

Value: 275 points (paper), 100 points (presentation)

Assignment: For your final project, I would like you to bring together everything that you have done in your academic career. You will also be required to give a 4-5 minute presentation on your paper with a PowerPoint. You will be expected to highlight what you have done at NDSU and what you plan on doing. Below is an outline I would like you to follow for the paper.

Purpose: The purpose of this paper is to reflect on what you have done in your academic career. Being able to reflect on your experiences in a clear and concise manner will help you when you get a job or graduate school interview. Hopefully, you will be able to use what you have written down in this paper and apply it to a “real world” scenario. Even though a future employer will most likely not want to read 15 pages of reflection, if you can casually talk through some of your paper, it will give the employer a better idea of your background and why you chose this unique program.

Part I. My Story

“My Story” serves to introduce you and to orient the reader to the focus of your degree. Part I should be devoted to providing an understanding of who you are and what circumstances led to your choice of the BUS degree. You are expected to articulate the goals expressed at the time you presented the degree proposal and the manner in which the proposed degree was expected to assist the student in achieving the expressed goals.

Part I should be reflective as well as proactive as you equate the value of the degree to future goals. The unique nature of this degree allows the student to choose each course based upon its contribution to the proposed outcome once the General Education Requirements have been met. Attention may be given to personal growth and interests as well as to the growth and changing needs of a specific profession and the need to be prepared for life-long learning. In other words, this section is all about you. It is a chance for you to tell your story. Why college? What NDSU? Why a BUS degree? What’s next?

Part II. Reflective Experience: Courses

For each of the six areas of general education (Communication, Quantitative Reasoning, Science and Technology, Humanities and Fine Arts, Social and Behavioral Sciences, and Wellness), discuss your perceptions of the extent to which courses approved in the Program of Study for each of the six areas will and/or will not support the attainment of the goals contained within the Statement of Goals. In addition, evaluate general education as it relates to life-long learning. What is a general education requirement? What classes did you take for general education requirements? How will they help you in the future?

Part III. Application

Describe a current issue, problem, or situation you may encounter in employment. Relate it to your Statement of Goals (Part I). Be sure to include current literature in the field to develop the example, with a clear beginning, middle, and end. Also explain how you would apply your academic background and transferable skills obtained from the courses you have taken to deal with the issue, problem, or situation. Include personal and professional ethics. Provide at least 2 current citations from the literature in your field of study (these should follow APA style in text and on reference page). What is a problem or situation you may encounter in the workforce or graduate school? How do you know it is a problem? How will your NDSU education help you address this situation or problem?

Audience: Although I will be the one ultimately grading your papers, please do not address me. Any person picking up your paper should easily understand your purpose (reflection) and what you are trying to do.

Paper Grading Rubric:

| | |
|---|-----------|
| Provides a clear and concise statement of goals | 5 4 3 2 1 |
| Provides a description and reflection of course taken to achieve the BUS degree | 5 4 3 2 1 |
| Situates academic experience in a real world scenario (application section) | 5 4 3 2 1 |
| Uses two credible sources to support the document | 5 4 3 2 1 |
| Document is well organized, transitions are used | 5 4 3 2 1 |
| Document is professional and free of editing errors (spelling, grammar, citation) | 5 4 3 2 1 |

Presentation Rubric:

| |
|--|
| Reflects careful attention to the requirements of the assignment: <ul style="list-style-type: none">• carefully developed PowerPoint (CRAP principles of design).• multiple learning styles addressed; visuals are used and relevant• carefully timed—4-5 minutes• summary of paper, material covered (introduction, why NDSU, BUS, what is next)• professional dress, eye contact, practiced• answers any questions professionally and appropriately |
| Follows careful organization: <ul style="list-style-type: none">• logically organized• appropriate transitions• speech moves logically from one section to the next |
| Documents show adequate attention to proofing, editing |

Tips for Creating a Distance Presentation

The final presentation is meant to be an oral presentation of your paper—and a chance to improve your speaking skills and, in your case, your technology / computer skills. I have actually had a student tell me that she was able to tell an employer, on an interview, that she could create training PowerPoint presentations because of the work she did in this class!

For your final presentation, you have two options.

1. You can show up on April 30th and give your presentation with the face-to-face class. If you live in town or are uncomfortable with your tech skills, I highly encourage this option. You will simply show up, give your 4-5 minute presentation (with PowerPoint), and listen to the rest of the speakers. Let me know ASAP if you choose this option.
2. You can create a PowerPoint presentation and insert your voice, narrating the slides. I think the best way to understand the assignment is to take a look at the examples on Blackboard. You can find these examples under Course Documents > Distance Students Presentation Examples.

Some tips...

1. As I mentioned, the presentation is meant to be a summary of your paper, but do consider your audience. Do people want to hear about every course you have ever taken at NDSU? Probably not. Most people (the BUS Committee members who will be viewing these) will want to hear about why you decided to pursue the BUS degree and what you plan to do next. The most successful presentations take this approach.
2. If you are going to do option number 2, you will need a microphone. These are cheap to purchase.
3. I would recommend recording your voice IN PowerPoint. If you create separate sound files, you MUST keep them all in the same folder and send me the entire folder (sound files plus PP). If you make separate sound files and do not include them, I will not be able to hear you. This will result in a lower grade.
4. To record in PP, simply click on the Slide Show > Record Slide Show. You will probably need to change the microphone quality to 16 bit stereo. Play around with the different options to figure out which one sounds the best.
5. The best presentations require the viewer to only press play once. To make sure that the PP runs on its own, check out “rehearsed timings” or “slide timings.”
6. When you send me the final copy, PLEASE make sure to include all files. If you are having trouble sending all of these files electronically, feel free to put your presentation on a disk and mail it to me. Plan ahead!

Melissa Vosen Callens
NDSU Dept 2800
PO BOX 6050
Morrill Hall 112A
Fargo, ND 58108-6050

7. When creating a presentation, please consider the genre conventions of a “good” presentation: simple and clean, consistent, professional design, relevant graphics, no grammatical and spelling errors, appropriate font (easy to read color, at least 16-20 point font), etc. I am sure you all can think of more! See the rubric on the previous page.
8. Below, you will find a rubric to guide you. This is how I will grade your presentation. If you have technical difficulties, contact the TLMC (231-5130) on campus; they are there to help!