



California State University SAN MARCOS

WELCOME HANDBOOK FOR LECTURERS IN THE COLLEGE OF BUSINESS ADMINISTRATION

Developed by:

Casey Green

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The CoBA Missions Statement:

CoBA provides a transformative business education that prepares our diverse student body for success in an evolving economy and society. Our faculty delivers a relevant and innovative curriculum, upholding high academic standards. We integrate theory and practice, guided by scholarship and collaborations with industry experts and community leaders.

Dean's Welcome:

Welcome to CoBA!

I am thrilled and excited to be the new Dean of the College of Business Administration (CoBA) at CSU San Marcos. Business has the power to transform lives, grow economies, and make the world a better place. A business education helps fuel the engines of business and at CoBA, we cultivate and empower students to be in control of how they choose to contribute to the positive purpose of business. More importantly, our family of faculty, staff, partners, and donors are dedicated to the success of students and helping them to become inclusive and socially responsible leaders that are ready for any challenge or opportunity. I too share in this goal and it is why I chose CoBA.

Quality and Commitment

CoBA is proud to hold AACSB International accreditation, putting us in the top 5% of all business schools around the globe. Our undergraduate and graduate degree and certificate programs empower students to advance in their careers whether they are just starting out, advancing through leadership, or building the next great company. Our graduates serve the workforce needs of California and their skill and drive help fuel the local and global economy. At CoBA and CSUSM, we value our community and are committed to the social and economic advancement of all of those around us. We achieve this by working closely with our business, nonprofit, and community partners. Collectively, we understand that student success impacts everyone's success.

Student Success is Our Highest Priority

CSUSM serves a diverse student community. We have recent high school graduates entering as first year students, transfer students from our regional community colleges, returning professionals seeking to continue their education, and students from all areas of the globe. Just like you, they are hardworking, understand what it means to persevere, and can excel when given the chance. We are the regional first choice for first generation students and half of our students come from underrepresented groups. CSUSM has the highest percentage of veterans per capita of any California State University campus, serving nearly 2,000 military-connected students.

Our student population leads to a diversity of cultures and discourse, taking foundational business knowledge gained in the classroom to new levels. We also supplement core business instruction with immersive learning, strategic programming, and key support services. Our unique senior and master's experience pairs students in the last term of their program with companies, nonprofit organizations, and government agencies to complete real-world consulting projects. Our In the Executive's Chair course allows students to learn about

leadership firsthand from regional executives and alumni. Our Business Professional Development Program sets the stage for a student's career search under the coaching from our Executives-in-Residence, and our Professional Mentor Program helps students receive guidance from our alumni and other business professionals. Signature programs such as our student-run Cougar Fund provide targeted capabilities for a successful job launch upon graduation.

Engage with Us

CoBA and CSUSM are an engine of change and growth. The university is ranked 39th and 33rd nationally for the economic and social mobility impacts on its students, and first for such impacts among all universities in San Diego County. This speaks to the quality of a CSUSM and CoBA comprehensive education and reflects the value generated by students. Indeed, of CSUSM's nearly 57,000 alumni, over 80% have stayed in the region after graduation, contributing more than \$500 million dollars annually into the local economy and nearly \$1 billion in individual earnings attributable to their degree.

The university's new strategic plan will take us to new heights. CSUSM, with CoBA's contribution, will become a national leader in social mobility, transforming student lives, families, and communities. Our inclusive and innovative students will lead organizations through the 21st century.

Come be a part of this change and join us as a student, a partner, or in a role of your choosing. If you are a prospective student, have a look at our [bachelor's](#) and [master's degree](#) programs. If you are already a student, investigate where you can gain leadership experience in our [student organizations](#), [study abroad](#) on a new adventure, or [intern](#) at your desired employer. Corporate partners are more than welcome to participate in courses, engage in our [senior](#) and [master's experience](#) programs, and look to CoBA to fulfill your hiring needs. We invite our alumni to stay connected to CoBA, wherever you are in the world, in whatever career path you have taken. [Drop us a line](#) and let us know what you're doing, join the CSUSM [CoBA Alumni Chapter](#) and connect with CoBA on [LinkedIn](#). We welcome our community partners to visit the CSUSM campus and explore how you can make a difference in our students' lives.



Again, welcome to CoBA. We are excited you are here and cannot wait to move forward with you.

Ronald Ramirez

Dean, College of Business Administration

rramirez@csusm.edu

Duo Multi-Factor Authentication

Multi-factor authentication adds a second layer of security to your online accounts. DUO will be **required** for access to campus systems including O365. Please download the Duo Mobile app on your phone (look for the Green app)

Microsoft Teams

Teams allows for instant text messaging, voice and video calling, file storing, sharing, and collaborative editing, and more.

It is currently used across campus as a communication tool as well for virtual support (advising, tutoring, etc.) and virtual engagement (student centers and orgs).

It can also provide a **virtual classroom** for both synchronous and asynchronous instruction as well as a space for collaborative student projects and student group work.

Lecturer faculty do not receive direct phone numbers so Teams is a great way to stay connected and available to faculty and staff.

Office Assignments

Every semester, lecturers will be assigned a shared office. Please provide your preferred office hours to your admin support so they can assign you an office accordingly and submit your key request.

Parking Permit

Faculty/Staff parking permits are valid in general and non-reserved Faculty/Staff spaces in lots B, C, E, F, H, J, K, N, O, X, Y, Z, Parking Structure 1 and Parking Structure 2.

Faculty/Staff may purchase semester parking permits online or in the Parking and Commuter Services office located in the Public Safety Building (PSB 63). Prior to a new employee purchasing a Faculty/Staff parking permit, Parking Services must have a computer generated verification from the hiring department.

Payroll Deduction Permit:

Payroll deduction permits will be deducted via a monthly payroll deduction. The first month of the payroll deduction is \$14.00, due upon start of the deduction process. The following month will be deducted from paycheck at your bargaining unit monthly rate. Contact Parking and Commuter to check eligibility of payroll deduction.

Academic Year Faculty/Staff Permit:

Academic Year faculty/staff permits are prepaid for the duration of the Fall and Spring semester, price varies based on bargaining unit. Academic Year faculty/staff permit may be purchased online with proper verification or in the Parking and Commuter Services office.

Semester Faculty/Staff Permit:

Semester faculty/staff permits are prepaid for the duration of the semester, price varies based on bargaining unit. Semester faculty/staff permit may be purchased online with proper verification or in the Parking and Commuter Services office.

Monthly Faculty/Staff permit:

Monthly permits are valid for 30 days from the date of purchase and must be purchased in the Parking and Commuter Services Office.

For Faculty/Staff permit prices, please contact Parking and Commuter Services at (760) 750-7500.

CoBA Options:

- Accounting
- Finance
- Global Business
- Global Supply Chain Management
- Management
- Management Information Systems
- Marketing
- General Business- Temecula Campus

Getting started in your teaching appointment - CoBA

Most general information to be found at CSUSM.EDU

- Search bar (top right corner)
(I use this function for everything! We have a terrific website filled with resources.)



TEXTBOOKS

CSUSM Bookstore - for most courses, you will need to place a textbook order directly with the campus bookstore. The easiest way to place an order is through the [online adoptions link](#).

You may also email 1259txt@follett.com or phone (760) 750-4734. If you have not submitted your adoptions or book order to the bookstore, please do so as soon as possible.

If you are interested in a couple different texts, please speak to your Faculty Support person as they have contacts with many of the main publishers. Large Publishers such as Cengage, Pearson, and McGraw Hill offer complimentary instructor copies.

The bookstore offers students a "price match guarantee" program on the purchase or rental of textbooks. If a student finds an identical in-stock textbook at Chegg, Amazon, or Barnes & Noble at a lower price, the Bookstore will match that price immediately at the register or within 7 days of the original transaction.

Affordable Learning Materials - CSUSM faculty are encouraged to keep textbooks affordable through participation in CALM (the Cougars Affordable Learning initiative). Please see the CALM website for information and grant funding opportunities:

<http://www.csusm.edu/ids/calm/index.html>

FACULTY ID

We are now offering digital campus IDs to faculty, staff, and students. Here's the link with all the information if interested <https://www.csusm.edu/iits/campusid/>

ACADEMIC CALENDAR: For important dates related to semester start/end, holidays, and finals week, please visit: http://www.csusm.edu/academic_programs/calendars.html

PREPARING FOR CLASS

MyCSUSM

The PeopleSoft Faculty Center, known as myCSUSM, is the central online location for accessing course management information and the place where all of your HR information is stored. Login at: <https://my.csusm.edu/> using your email user ID and password.

Once logged in, you can access a variety of HR-related information and resources or click on the Faculty Self-Service to access the myCSUSM Faculty Center.

The Faculty Self-Service website is comprised of three sections:

- Faculty Center
- Advisor Center
- Search

Faculty Center

The Faculty Center is the default page of the Faculty Self-Service section. From the Faculty Center you can:

- View your teaching schedule
- View/print class rosters (see detailed instructions below)
- Retrieve class permission numbers (see detailed instructions below)

Advisor Center

The Advisor Center allows you to access information about your students, including

- Student academic information
- Enrollment appointments
- Unofficial transcripts
- Degree progress
- Transfer credit reports
- Student address
- Student emergency contacts

Search

From the Search section you can:

- Search the schedule of classes
- Search for information about faculty

Rosters

You can obtain a roster for each of your classes via the myCSUSM Faculty Center web page. From the “My schedule” page, you can click on the class roster icon next to each of your classes OR click on the class roster tab at the top of the page. In addition to listing the name, ID number, year in school, and major for each student enrolled in your class, the roster page allows you to email all or a portion of your class.

The class roster page is also where you can find the names of students who are waitlisted for your course. Next to “enrollment status,” select “waiting” from the drop down menu to access your course waitlist.

Permission numbers

Students who wish to add your class after their enrollment period will need a permission number, which you, as the instructor, provide. From the myCSUSM Faculty Center “my schedule” page, click on the “class permissions” icon (looks like a puzzle piece) next to your course. You can provide students with a six-digit code from the list to allow them to add the course. Be sure to keep a record of which numbers you have given out as they can only be used once. Practices on adding students over the enrollment caps are determined at the department level and are very important to respect; During the first week of classes students *do not need* a permission number to enroll in OPEN classes. Any questions regarding the process of permission codes should be directed to your faculty support person or department chair.

Administrative Drop

Faculty have the option of dropping students who do not attend the first day of class. For an Administrative Course Drop to occur, instructors must send the request to the Office of the Registrar. Faculty wishing to exercise the Administrative Course Drop option should:

- Email from your University Email account and send to registrar@csusm.edu the administrative drop request.
- Specify in the subject line: Administrative Course Drop and Course Title
 - Example – Administrative Course Drop - THE STDT, UNIV, COMMUNITY
- In the body of the email include subject/catalog number, class number, student name, student ID, and reason for the course drop (Attendance or Enrollment Requirement).
 - Example – GEL 101, 43576, Robert Puma, 999999999, Enrollment Requirement
- Note: Administrative Course Drop requests received by 5:00pm will be processed by 12:00pm the next day during the add/drop period.

SYLLABI

The Academic Senate at CSUSM resolves that the following items are suggested for all syllabi:

1. Course Number
2. Course Name, as it appears in the catalog
3. Semester
4. Meeting times
5. Instructor(s)
6. Office hours
7. Faculty contact information (i.e., faculty e-mail address and campus phone number)
8. Course description: The course description can be taken verbatim from the catalog.

9. Prerequisites and/or co-requisites.
10. Course learning objectives, including specific General Education learning objectives (if applicable). The course learning objectives should communicate to the students what they can expect to learn.
11. Materials required/requested/recommended for purchase to complete course.
12. Course requirements (i.e., number of exams, assignments, etc.). If there are special requirements, such as attendance at outside events or Service Learning activities, these should be listed as well.
13. Grading standards, including point schemes or other schemes for indicating relative weight of assignments, and attendance policies, where applicable.
14. Policy on late work and/or missed exams.
15. A statement about how the writing requirement is satisfied in the course.
16. Schedule, at a level of detail sufficient to allow readers to understand roughly what percentage of the course is spent on different topics.
17. Readings.
18. Academic Honesty statement, as required by the Student Academic Honesty Policy (the following is a distillation of the “such as” example in the Policy):

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

19. ADA statement. Example: CSUSM is committed to improving educational access for people with disabilities. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours in order to ensure confidentiality.

The full syllabus policy is available at:

https://www.csusm.edu/policies/active/pdf/course_syllabi_policy_8.23.18.pdf

Most of the time a prior syllabus from your course will be available to review for reference. If that is a resource you are interested in please speak with your faculty support person or department chair

Final Grades

Near the end of each semester, you will be able to access your grade roster(s) from the myCSUSM Faculty Center page. Click on the grade roster icon next to each course, or the grade roster tab at the top of the page.

Select a letter grade for each student from the drop-down menu next to their name. When you have finished, change the approval status from “not reviewed” to “approved” and click the save button to submit your grades. If you need to change a grade on your Grade Roster before it has been posted, you can change the approval status back to “not reviewed” and make your changes. Then change the status to “approved.”

Please pay close attention to the information sent by the Registrar each semester about deadlines for submitting course grades

COUGAR COURSES (aka Canvas) is an online, web-based container or “shell” that is available for each course. Cougar Courses includes tools for displaying content, interacting with students, and assessing students’ work. Cougar Courses access is available at

<https://cc.csusm.edu/>

The username and password are the same as the ones used for MyCSUSM.

Typically, instructors post syllabi, course readings, handouts, and assignments into the specific course space. Instructors also can post grades into Cougar Courses. The following media can be included in your course shell:

- Audio and video (i.e. YouTube videos)
- Discussion boards & journaling tools
- Document submissions & Turnitin (plagiarism detection software) / Grademark

Please consider accessibility as you build your Cougar Courses materials. If there’s a choice between making the site attractive and making it accessible, please include all your students by choosing access over beauty. Ideally, all content posted after 2012 should be compliant with campus policies on accessibility. For more information, see

<https://www.csusm.edu/accessibility/staff/index.html>

Cougar Courses workshops are offered just before the start of each semester through the Instructional Development Services (IDS) department. Check the link below or Email cchelp@csusm.edu for information on training. For tutorials and other information Cougar Courses, click on the Faculty Help tab in Cougar Courses.

<https://www.csusm.edu/ats/idesign/training/cougarcourses.html>

Our geographic information specialist (Allen Risey – arisley@csusm.edu) is happy to work with you and your students on creative mapping projects. Our media team altmpsrequests@csusm.edu is happy to work with you and your students on media projects.

Everyone on campus has access to Zoom – <https://csusm.zoom.us> for brainstorming, group presentations, live sessions with students, office hours, etc. We have many guides for Cougar Courses (powered by Canvas) at

<https://www.csusm.edu/ats/idesign/cougarcourses/index.html>

For specific issues related to your course, contact Barbara Taylor at btaylor@csusm.edu

STUDENT COURSE EVALUATIONS

Student evaluations are administered in every course, every semester. All evaluations have been shifted to a virtual format that will be sent out electronically to students. After each semester ends, instructors will receive two reports via e-mail. One report contains copies of the student evaluations. The other report compares the individual instructor's scores compared to the department averages.

Online evaluations are administered electronically with a unique invitation and code for each student along with instructions via email. Students can also access the online evaluations directly using Cougar Courses. The online evaluations use the same questions as paper evaluations and faculty will be sent the same reports at the end of the semester. To learn more about online course evaluations please follow this link:

<http://www.csusm.edu/ipa/course-evals/ce-docs/Guide%20to%20Online%20Course%20Evaluations.pdf>

The results of Student Evaluations are included in, and considered as part of, a faculty member's Working Personnel Action File (WPAF). TT Mo about this?

WPAF- Working Personnel Action File

Prior to completion of your first semester a WPAF will be due. More info to be found below https://www.csusm.edu/fa/documents/rtp_coba_revised_approved_pdf.pdf

https://www.csusm.edu/fc/resources-funding/policies/lect-resources/wpaf_faq.html

WPAF Timetable

<https://www.csusm.edu/fa/lecturerresources/ay2021lectevaltimetable.pdf>

LECTURER RESOURCES

<http://www.csusm.edu/facultystaff/>

FACULTY AFFAIRS

Faculty Affairs is a resource for information about lecturer hiring, lecturer evaluation procedures, leaves of absence, and other faculty policies. They are located in Craven Hall 5210.

(760) 750-4052

<http://www.csusm.edu/fa>

FACULTY HELP DESK & TECHNOLOGY RESOURCE CENTER

For questions related to your faculty email or setting-up your technological devices to receive your faculty email, contact the IITS Faculty Help Desk.

(760) 750-4790

helpdesk@csusm.edu

<http://www.csusm.edu/fshd/support/>

PAYROLL INFORMATION

Academic payday schedule

<https://www.csusm.edu/payroll/academicpaydayschedulesummary.html>

DIRECT DEPOSIT

Complete direct deposit form and submit to the Payroll office. You can expect direct deposit payments to begin 30 – 45 days after your form is received by the State Controllers Office.

Typically, new employees will not have their first check direct deposited to their account.

https://www.csusm.edu/payroll/docs/std699_direct_deposit_enrollment_form.pdf

ZOOM RESOURCES

<https://itservicecatalog.csusm.edu/service.php?id=54>

SIGN UP FOR A ZOOM WORKSHOP

<https://www.csusm.edu/iits/iitsforyou/zoom/index.html>

COLLEGE OF BUSINESS ADMINISTRATION DIRECTORY:

https://www.csusm.edu/coba/about/contact/directory_administration_staff.html

SEMESTER/SESSION YEAR
DEPT #: COURSE NAME (SECTION #)

Instructor: **YOUR NAME**
Email: ADDRESS
Office: Markstein Hall #

Date/Place/Time: **DATE – DATE**
CLASS DAY(S) – CLASS TIME(S)
Markstein Hall #

Office Hours: **DAY(S) – TIME(S)**

CoBA Mission Statement

CoBA provides a transformative business education that prepares our diverse student body for success in an evolving economy and society. Our faculty delivers a relevant and innovative curriculum, upholding high academic standards. We integrate theory and practice, guided by scholarship and collaborations with industry experts and community leaders.

Course Description

This course... *(Expand on catalog description).*

Course Learning Outcomes

Upon successful completion of this course, each student will be able to:

-
-

Include any college-wide PSLOs your department has determined are addressed in the course; CoBA Undergraduate and Graduate PSLOs can be found here:
<https://www.csusm.edu/coba/about/mission-vision-values.html>

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Required Textbook

The required textbook for this class is **TITLE, EDITION (YEAR), AUTHOR**, available at *[provide university bookstore link here and/or above, if available]*. *If applicable:* Please note the textbook is also available for a 2-hour checkout at the 3rd floor library check-out desk as part of the CALM initiative. Handouts may also be provided by the instructor from time-to-time. If students miss class for any reason, it is their responsibility to obtain any distributed handout(s) from a classmate and/or the instructor during the office hours set forth above.

Student Preparation

For the learning process to be effective, it is necessary that you complete the assigned readings and/or cases before class and actively participate in the case discussions during the class, and in your teams. Preparation is an important part of class participation.

Attendance Policy

[NOTE: CSUSM POLICY REQUIRES INSERTING A COURSE ATTENDANCE POLICY IF IT EXISTS, BUT THE POLICY CAN ALSO BE INTEGRATED WITH GRADED COMPONENTS. TWO SUGGESTED POLICIES ARE LISTED BELOW.]

SUGGESTED OPTION 1:

Attendance at every class is extremely important. If you are seriously ill, it may be wise for you to get medical attention early-on and to follow your doctor's advice, including staying home to recuperate. There will be a maximum one-week make-up period for late work, and it is completely up to you to initiate the make-up.

SUGGESTED OPTION 2

After the third unexcused absence, each unexcused absence will result in a one-third letter grade deduction to the student's final course grade. Please let the instructor know as early as possible if you will miss class for any reason.

Participation

Class participation will be assessed by your diligent and timely interactions during class. Attendance is a factor of your class participation grade, although simply being present at a class meeting does not mean that you actively participated.

Computers and Mobile Devices

You may use a computer and/or mobile device (smart phone, tablet, etc.) only to take written notes in class and not for email, internet research, etc. unless otherwise explicitly authorized by the instructor in advance or pursuant to a learning accommodation approved by DSS. Please do not make any audio or video recordings during class without the explicit prior consent of the instructor. During all exam times, computers and mobile devices are to be turned off and stowed. Once an exam begins, students who leave the exam room will not be allowed to return to the exam.

Graded Components

%	Description of responsibility/category
%	Description of responsibility/category
%	Description of responsibility/category

Grading Scale

Insert Your Grading Scale – see sample syllabi.

University Writing Requirement

CSUSM has established a writing requirement of 850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units. To meet this requirement, each student in this course will complete the writing assignments described in this course outline.

[Optional Sections: Course Website, Student Information Sheet, Course Communications and Technology, Conduct Expectations, etc.]

Online Instruction Policy (If Applicable)

[FOR AN ONLINE AND/OR HYBRID COURSE: DETAIL COURSE FORMAT, NECESSARY TECHNICAL COMPETENCY REQUIRED FOR STUDENTS, CONTACT INFORMATION FOR TECHNICAL SUPPORT ASSISTANCE, AND COURSE REQUIREMENTS FOR PARTICIPATION.]

Credit Hour Policy

Please note that per the University Credit Hour Policy students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course, it means that you are expected to spend the required minimum number of hours each week working on readings, assignments, and preparation for class, project work, etc.

Inclusivity Statement

Our community represents a rich variety of backgrounds, experiences, demographics and perspectives and we are committed to fostering a learning environment where every individual is respected and engaged. To facilitate a dynamic and inclusive educational experience, we ask all members of the community to:

- be open to the perspectives of others
- appreciate the uniqueness their colleagues
- take advantage of the opportunity to learn from each other
- exchange experiences, values and beliefs
- communicate in a respectful manner
- be aware of individuals who are marginalized and involve them
- keep confidential discussions private

Academic Honesty

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clearly expressed and as free from errors as possible. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. The University's Academic Honesty Policy states, "The maintenance of academic integrity and quality education is the responsibility of each student within CSUSM and the CSU system. Cheating and plagiarism in connection with an academic program at a campus is listed as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction." The instructor is required to report all instances or possible academic dishonesty to the Dean of Students. Please see the online version for more details at:

<https://www.csusm.edu/dos/about/polpro.html>

Learning Accommodations

Students requiring reasonable accommodations because of a disability must be approved for services by providing appropriate and recent documentations to the Office of Disability Support Services (DSS). Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

TENTATIVE CLASS SCHEDULE

Class	Date	Topic	Pre-Class Reading	Assignment Due
1	DAY DATE YEAR			
2				
3				
4				
5				
6				
7				
8				
9				
10				

FINAL EXAM: DATE, PLACE, TIME (If no final exam, *must state* THERE IS NO FINAL EXAM).

The instructor will endeavor to adhere to the above schedule, but modifications to the syllabus may be made to enhance learning outcomes. If changes are made, students will be informed during class. **It is the students' responsibility to stay aware of any changes.**

College of Business Administration Written Communication Rubric

ATTRIBUTE	NOT ACCEPTABLE (NEEDS SIGNIFICANT REVISION)	ACCEPTABLE (BASIC ELEMENTS ARE PRESENT; NEEDS REVISION)	VERY GOOD (MOST ELEMENTS ARE PRESENT; NEEDS MINOR REVISION)	EXCELLENT (ALL ELEMENTS ARE PRESENT)
Message/Content: -Audience -Purpose -Elaboration -Support -Closure	Awareness of the audience is not present, is unclear, or fluctuates; purpose is vague; elaboration and support offered is missing or weak; conclusion missing or inadequate.	Writing is mostly focused on audience; purpose is present but could be clearer; thesis is not fully developed or fully supported throughout; lacks synthesis or conclusion does not quite tie components together.	Writer acknowledges reader and nature of the audience; purpose is evident but may need additional development and/or support; satisfactory conclusion, although it could be tighter.	Writing is clearly focused on audience; purpose is evident; thesis is fully developed and supported throughout; synthesis or conclusion ties together the previous sections or components.
Language: -Coherent and fluid -Efficient -Mechanics -Style	Writing lacks logical sequence; difficult to read/follow; slang and/or incorrect word usage; Incorrect voice; significant errors in word usage, sentence structure, spelling, punctuation, etc. Present.	Writing sequence is adequate; may be too wordy or could use some refinement; some use of slang or somewhat informal; some (but noticeable) spelling and grammar errors	Writing follows logical sequence; word choice and vocabulary generally used correctly; may be minor errors, but do not distract from message.	Writing demonstrates a sophisticated grasp of the language in terms of sentence structure and vocabulary; Fluid and concise; Relatively free from errors.
Format: -Structure -Layout -Citations and references	Format is inconsistent or not clear; incorrect use of headings, bullet points, etc.; margins, spacing, font distract from message; citations missing, irrelevant, or incorrect.	Format is mostly consistent but not quite professional; informal use of headings, bullet points, etc.; incorrect font (too large/small); citations are present but irrelevant or include too many errors	Format is evident, professional, and consistent (most often); headings are simple and allow reader to navigate; citations are present and relevant with no (or few) errors.	Format supports or augments the writing; layout assists reader; headings, margins, fonts, etc. are used correctly and are relevant to the message; citations are insightful and correct.

Feedback:

Attributes and Definitions

Message/Content

- Audience: It is clear that the writer understands and addresses the audience. This is shown by how the reader is engaged, the words chosen, etc. For example, a message written for a general audience will avoid discipline-specific jargon.
- Purpose: All writing has a purpose/goal; the reader should be able to identify what the writer's purpose/goal is.
- Elaboration: The message is fully developed and remains focused on the topic throughout. The writer uses compelling content to convey the writer's perspective.
- Support: Examples, illustrations, and sources are used to clarify and persuade. The supporting information should be relevant, credible, and clearly related to the message and its subcomponents.
- Closure: The writing provides some form of synthesis or a conclusion that ties together the previous sections or components of the message.

Language

- Coherent and Fluid: Main ideas and meaning are easy to read, follow, and understand. Writing connects ideas in a fluid and comprehensible way. Writing uses language/vocabulary accurately and is understandable by the intended audience.
- Efficient: Writing is concise and to-the-point.
- Style: Writer uses appropriate voice (active or passive) and point of view (first, second, third person).
- Mechanics: Grammar, spelling, punctuation, and capitalization abide by conventions of standard written English. Numbers (using words and numerals to represent numbers) abide by conventions of business writing.

Format

- Formatting is professional, consistent, and easy to navigate.
- Margins, line spacing, and font selection and format are appropriate for the type of writing.
- The following apply as needed:
- Headings are effectively used to help the reader navigate the document; they introduce and describe ideas contained in sections.
- Bullet points and numbered lists are appropriately used to organize and present key ideas.
- Cover page, table of contents, and page numbers abide by conventions of business writing.
- Illustrations are appropriately formatted, numbered, and titled.
- Citations and references abide by conventions of an accepted formatting guide (e.g., APA, MLA, Chicago).
- Citation help: <http://www.citationmachine.net>

College of Business Administration

Oral Presentation Rubric

ATTRIBUTE	NOT ACCEPTABLE (NEEDS SIGNIFICANT REVISION)	ACCEPTABLE (BASIC ELEMENTS ARE PRESENT; NEEDS REVISION)	VERY GOOD (MOST ELEMENTS ARE PRESENT; NEEDS MINOR REVISION)	EXCELLENT (ALL ELEMENTS ARE PRESENT)
Delivery: -Voice -Pace -Personal appearance -Tools	One or more attribute (voice, pace, personal appearance, tools) detracts from the presentation. Speaker is reciting or reading, appears uncomfortable and unprepared. Presentation is under or over the allotted time.	Most attributes (voice, pace, personal appearance, tools) are present and most support the basic understandability of the presentation. Speaker appears tentative and uncomfortable, and needs more practice. Presentation may be under or over the allotted time.	All attributes are present and most augment the presentation. Speaker appears confident and comfortable, is familiar with the presentation technology and appears to have practiced. Presentation maintained within allotted time.	All attributes are present and make the presentation compelling. Speaker appears polished and confident, demonstrates mastery of technology. Presentation maintained within allotted time.
Content: -Audience -Elaboration -Organization -Expertise	Language in presentation is unclear and not appropriate to audience. Message can be deduced, but is not explicitly stated in presentation. Organizational pattern (beginning, middle, end, and transitions) is not observable within the presentation. Knowledge of the topic appears weak or vague. *Team introductions are not present, transitions awkward.	Language is appropriate to audience but is lacks interest and partially supports the effectiveness of the presentation. Message is basically understandable but not memorable. Organizational pattern (beginning, middle, end, and transitions) is intermittently observable within the presentation. Knowledge of the topic is present but could be stronger. *Team introductions are present, but transitions are awkward (vice-versa).	Language is appropriate to audience, is thoughtful and generally supports the effectiveness of the presentation. Central message is clear and consistent with the supporting material. Organizational pattern (beginning, middle, end, and transitions) is clearly and consistently observable within the presentation. Presenter established as credible on topic. *Team introductions are present; transitions are mostly smooth.	Language is appropriate to audience, is imaginative, memorable, and compelling, and enhances the effectiveness of the presentation. Central message is compelling. Organizational pattern (beginning, middle, end, and transitions) is clearly and consistently observable and skillful, and supports a cohesive content. Presenter established as credible authority on topic. *Team introductions are present and add to overall presentation. Transitions are smooth.
Visual Aids: -Design -Supporting elements	Design detracts from message and is inconsistent. Font attributes are not appropriate, and illustration may be irrelevant or distracting.	Design supports message and is somewhat consistent throughout the presentation. Font and illustrations are adequate, but not memorable.	Design augments message and is mostly consistent throughout. Font and illustrations are relevant and make appropriate reference to information or analysis that generally supports the presentation.	Design includes a variety of the types of materials that augments message and is consistent throughout. Font and illustrations are relevant and augment the message and theme.

Attributes and Definitions

Delivery

- Voice: Presenter is confident, prepared, and demonstrates a conversational manner that does not sound as if the presenter is reading from notes directly, nor reciting from memory, nor reading contents of each slide, verbatim. A positive tonal quality is present with the correct amount of enthusiasm included. The presenter rarely, if at all, uses “um” or “ah” as fillers.
- Pace: The presentation moves at a pace that is generally comfortable and concludes within the correct allotted time. When delivering online, presentation has minimal to no background noise.
- Personal appearance: The presenter(s) demonstrates professionalism by dressing in appropriate business attire. (For example, the presenter does not look rumpled, uncomfortable, or disheveled.)
- Tools: The presenter has clearly practiced and is comfortable with presentation technology, uses appropriate functions of the program, lighting, background, placement of camera (when applicable), and engaging directly with the camera/audience with an ease of effort.

Content

- Audience: The presenter clearly understands and addresses the audience. This is shown by the way presenter engages the audience and keeps the audience’s attention. The presenter may engage directly with the camera/audience with an ease of effort.
- Elaboration: The message is fully developed and remains focused on the topic throughout. The presenter uses compelling content to convey the message/perspective.
- Organization: There is a clear beginning, middle, and end. Introduction is present and main topic is easily identified, clearly explained, and logically ordered to support the message/perspective. Presentation concludes appropriately with a smooth transition to Q&A.
*In team presentations, all presenters are introduced, and the section covered by each is identified. Transition between each speaker is fluid, and all components are cohesive (not choppy), clearly demonstrating the team has practiced.
- Expertise: The presenter demonstrates knowledge of the topic and can discuss, or answer questions, with professionalism and ease.

Visual Aids

- Design: Formatting is professional, consistent, and appear easy to navigate. Slides are visually pleasing and do not include large quantities of slide transition animation (e.g., every item POPs in or out). Design theme is consistent throughout the presentation. Use of blank space augments the presentation (for example, a slide or handout does not have every bit of space covered by an illustration or writing).
- Supporting elements: Font selection and format (size and color) are appropriate and do not distract. Illustrations are relevant and support the message/perspective.