Florida Agricultural and Mechanical University
Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Course Title: Workshop in Business Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Course Credit: 3</td>
</tr>
<tr>
<td>College: Education</td>
<td>Course Hours: 3</td>
</tr>
<tr>
<td>Department:</td>
<td></td>
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</tbody>
</table>

Required Text(s): How to Create and Present Great Workshops, and Hey- Watch Your Language by Jan Noyles. These books are available at no cost on the famu.blackboard EXTERNAL Link for this course. You will need Adobe Acrobat Reader 6.0 to download the materials. Student may also purchase textbooks on line at: http://www.thepresentationadvisor.com/presentation-skills.html Students are required to enroll immediately on http://famu.blackboard.com. Students are responsible for all other cost of materials and related expenses associated with the development and implementation of the workshop. Students are required to bring textbook, syllabus, writing utensils and note pads to each class.

Supplies:

Faculty Name: | Term and Year: |
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</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Place and Time:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>e-mail:</td>
</tr>
</tbody>
</table>

Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------------|--------|---------|-----------|----------|--------|----------|

Course Description

This course is designed to provide a “Master Plan” for the development and presentation of a successful workshop in business education.

Course Purpose

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
The overall goal is to guide students easily throughout the development and presentation of an effective and successful workshop in business education by providing the students with the what, when, why and how-to, step-by-step-by-step information.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

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**VALUES**

- CF3
- Through this focal area, the FAMU professional education candidate will:

| CF: 3.5 (D) | Create learning opportunities that foster cooperation, support, and individual participation among students. | F: 7, 2 | I: 5, 10 |

**PROFESSIONALISM**

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 7,4</td>
</tr>
</tbody>
</table>

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*Approved/Revised 10/30/07*
### Overall Goals of the Course

The student will be able to:

1) Create, develop, and present a training workshop in business education.
2) Communicate using tone of voice, body language AND words to influence others and get the outcomes wanted.

### Subject Area Competencies and Skills Addressed During this Course

1) Maximize Training presentation skills, Public speaking skill and Communication skill.
2) Develop own workshop or seminar step-by-step.
3) Refresh and improve existing presentation skills.
4) Plan, prepare and present with confidence.

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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</thead>
<tbody>
<tr>
<td>Deliver a Workshop. Evaluated by the participants using the Workshop Evaluation</td>
<td>OJB 1</td>
<td>4</td>
<td>BTECG</td>
<td>7</td>
<td>8</td>
<td>5.1,5.2</td>
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<tr>
<td><strong>PRESENTATION - REFLECTION/REVISION SUMMARY</strong> – (10 PTS.) Once the student has received the results of the Peer Evaluations, within one week, the student must submit a typed statement of their reflections and revisions of the oral presentation. (e.g. what you liked and did not like about your presentation - what would you change – why – were the evaluation fair, why – why not, etc.)</td>
<td>OBJ 2</td>
<td>4</td>
<td>BTECG</td>
<td>7</td>
<td>8</td>
<td>3.5</td>
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Approved/Revised 10/30/07
National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Topical Outline

Topics for Discuss:

- How to organize your workshop
- How to plan your presentation agenda for one or multiple days
- What supplies you'll need
- How to arrange your space
- How to get everyone connected
- How and when to present new information
- When to call for breaks and what kind
- What activities to use
- How and when to plan activities
- How to encourage participation
- How and when to hold discussions
- How and when to use presentation aids
- How to maintain rapport and control
- How to open and close
- How to manage public speaking anxiety
- How to make your presentations interesting, motivating and fun
- Good places to get your workshop business started
- How to maximize all your presentation skills

Teaching Methods

The focus is to place the student in real-work situations in decision making. Lectures, discussions and student-generated activities will guide the teaching methodologies and strategies used in this course. Students will participate in classroom and homework assignments that may include reading assignments from additional textbooks, handouts and other supplemental materials; research; term project and examinations; role play and group discussions; metaphors and mnemonic devices; and oral presentation by class members. Each student is encouraged to read appropriate documents (e.g. textbooks, handouts, related readings) in advance of class sessions.

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**Course Evaluation Grading**

OVERALL COURSE EVALUATION

**GRADING:** 90%-A, 80%-B, 70%-C, 60%-D, below 60%-F

Students will be evaluated by the following tentative course requirements:

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>Attendance/ Participation</th>
<th>100</th>
<th>See Policies</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Oral Presentations</td>
<td>100</td>
<td>Details Below</td>
</tr>
<tr>
<td></td>
<td>Presentation Reflection</td>
<td>10</td>
<td>Details Below</td>
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<tr>
<td></td>
<td>Workshop Subject Matter Research</td>
<td>100</td>
<td>Details Below</td>
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<tr>
<td></td>
<td>Workshop Proposal</td>
<td>100</td>
<td>Details Below</td>
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<tr>
<td></td>
<td>Workshop Facilitator Guide</td>
<td>100</td>
<td>Details Below</td>
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<tr>
<td></td>
<td>Workshop Materials</td>
<td>100</td>
<td>Details Below</td>
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<tr>
<td></td>
<td>Mock Workshop</td>
<td>100</td>
<td>Details Below</td>
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<tr>
<td></td>
<td>Workshop</td>
<td>100</td>
<td>Details below (By Nov 22, 2004)</td>
</tr>
<tr>
<td></td>
<td>Examinations</td>
<td>100</td>
<td>See Policies and Details below</td>
</tr>
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**TOTAL MAX. POINTS 910**

Note: Students need at least – (70% to pass the course)

Students must keep record of own scores!

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**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

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**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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**Use of Technology**

Students must enroll in this course via [http://famu.blackboard.com](http://famu.blackboard.com)  
- Students are required to use computers and appropriate software (i.e. word-processing, spreadsheet, internet, graphics, etc.) as needed for all required assignments.
**ORAL PRESENTATIONS**: Each student is responsible for presentation/s for assigned chapter/s. Professional Attire is **PREFERRED**, during entire presentation- Refer to Attachment III for proposed guidelines. The presentations will begin the 2nd week of class.

**Instructions:**
I. Presentation Plan: Students will be engaged in authentic writing and oral presentations, exercises and activities. You may follow the guidelines for Short Presentations (Attachment I) in preparing for your presentation.

II. Methodologies and Philosophies:
Teaching methodologies used in this course will include various strategies that may include: lectures, homework assignments, class assignments, examinations; oral presentations, role-play and games; class discussions; metaphors and mnemonic devices; instructional aids; handouts; and use of various reference materials.

III. Presentation aids:
Because business communication courses require verbal and/or oral demonstrations of competency, student-generated audio and video presentation aids will not be required in this course. Overhead projectors and equipment for power-point presentations may be obtained from the media center by completing a form with professor signature of approval.

IV. Exams/Quizzes:
All exams and quizzes will be developed and administered by the instructor.

V. Evaluations (see Attachment II):
Students will evaluate the presenters based on a PEER EVALUATION FORM. The form will have a rating scale ranging from 1 to 5 (1 is poor and 5 is excellent). The students will respond to questions related to the performances of the presenter in the areas including lesson plan preparation, delivery, classroom management, verbal skills and image. Total average will determine the final points for the presentation. Each presenter may receive a maximum of 100 points for the his/her oral presentation. Any student who does not participate in a presentation will receive no credit.

VI. Time Limitations: The professor will announce time limitations.

**ASSIGNMENTS:**  Instructions

I. Include on each assignment:
   1. Your name, last four digits of ss#, course number and section, professor’s name.
   2. Assignment number and appropriate titles (e.g. Assign 1: Reflection Summary).
   3. Always respond- using full sentence structure and grammar/spell check.

II. Assignments Submission on BlackBoard: All assignments will be submitted via Digital Drop Box.
   a. Place your full name on each page of your assignments. However, when saving your file, identify it with your name (First Initial/Last Name), and assignment number.  Example : a document being saved as a response to assignment I:

   jsmith_ Assign1

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**Approved/Revised 10/30/07**
b. When submitting group assignments. The Team Captain may submit it under his/her name but must also submit a hard copy with all team members signatures.

III. Using the Digital Drop Box: *How students SEND files to the Digital Drop Box*

*Drop Box.* Follow these steps:

1. Login to Course
2. Click on Workshop in Bus Ed. course
3. Click the Tools button on the left menu bar
4. 2. Select Digital Drop Box - This opens the file upload window
5. 3. Click the Send File button (Note: the Add File button is used to add a file to your drop box to be sent later)
6. 4. Enter the Title of the document to be uploaded (Example: jsmith_Assign1)
7. 5. Click the Browse button to upload the file
8. 6. Enter Comments if needed
9. 7. Click Submit to finish
10.

IV. Using the Virtual Classroom: *In some instances we may meet via the blackboard virtual classroom. How students enter the Virtual Classroom*

1. Login to Course
2. Click on Workshop in Bus Ed. course
3. Select Communication
4. Click Virtual classroom button
5. Click Enter
6. You are now in the Tutorial Virtual Classroom - screen will show

Note: At the bottom of the screen you can send messages or respond to questions by typing in your responses.
Assignments  (Due dates will be announced or posted to blackboard)

1. **PRESENTATION - REFLECTION/REVISION SUMMARY** – (10 PTS.) Once the student has received the results of the Peer Evaluations, within one week, the student must submit a typed statement of their reflections and revisions of the oral presentation. (e.g. what you liked and did not like about your presentation - what would you change – why – were the evaluation fair, why –why not, etc.)

2. **WORKSHOP SUBJECT MATTER RESEARCH** - Each Student must research a topic in Business Education that they would like to present in a training workshop. The criteria include:
   a. Topic must be relative to subject matter (Business Education).
   b. Write a Justification or Rational for the Topic: (Why it is important? Who is the targeted group?)
   c. Discuss the topic, citing a minimum of three resource references
   d. State the expected outcome of the topic.
   e. Use Word Document, doubled spaced, one inch margins, Size No. 12, and Times New Roman fonts.

3. **WORKSHOP PROPOSAL:** At this point the class will form into a team to develop the workshop. A Team Captain will be selected by the team. The Team Captain will be responsible in facilitating the team assignments and meetings. Each team member will have designated responsibilities. The first task will be to develop a workshop proposal that will include: Identifying the Training Topics, Rationale, Objectives, Recruitment of Targeted Group, Location, Date and Time, Length of Workshop (e.g. one or two days), the role of each class member, material/equipment needed, etc. An example of a Workshop Proposal is posted on the blackboard **External Link**

4. **WORKSHOP FACILITATOR GUIDE:** The facilitator guide is to a workshop as a playscript is to a play. It gives each facilitator a step-by-step account of how the workshop will flow. It includes dialog, timelines for each event, activity, and break, etc. The guide is especially helpful if the class decide to split a large targeted group into several small groups and have identical training activities in each small group. An example of a Facilitator Guide is posted on black board in the course document link.

5. **WORKSHOP MATERIALS:** Prior to sending correspondence to participants and before the mock workshop, the team must submit to the professor (for approval) a sample of all documents and materials that will be used to develop the workshop such as, Announcement/Invitations, Registration Forms, Program, Handouts, Souvenir, Sign-In Sheets, Name Badges, Posters, Props, Transparencies, Power-point, etc.

6. **MOCK WORKSHOP:** Once the team has completed all documentation and the itinerary of the workshop, the students will rehearse the entire workshop. The team will be evaluated by the professor, using statements 1-8 on the Workshop Evaluation form (Attachment IV).

7. **WORKSHOP:** The workshop will be delivered at the designated date, time and location. The team will be evaluated by the participants using the Workshop Evaluation. The workshop should be administered no later than __________.

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**Extra Credit**

Students who attend education and related **SEMINARS AND/OR WORKSHOPS** during the semester and will receive a **[10-point Bonus]** for each seminar/workshop (Not to exceed five). Business Attire or business casual may be required. Never wear jeans, T-shirts, or sneakers.

To receive credit the student must submit **proof of attendance** and turn in a **typed report within one week** after the date of the event in response to the following ten questions:

1. What was the name of the workshop/seminar? Location? Time? Date?
2. Who was/were the facilitator/s?
3. Approximately how many people attended?
4. Where there many tardy arrivals? Were you tardy?
5. What was the purpose?
6. Describe the type of presentation that was given.
7. How were the facilitator/s and audience dressed?
8. How were you dressed?
9. Did you ask any questions? What?
10. What did you learn?

DON’T WAIT UNTIL THE LAST MINUTE! ALL REPORTS MUST BE **SUBMITTED BY last day of class**

Note: This will be the only extra credit offered!

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**Appropriate Professional Organizational/Learned Society (National)**

Competencies set forth by national specialty organizations:

- **NCATE** = National Council for the Accreditation of Teacher Education
- **NCTM** = National Council of Teachers of Mathematics
- **NCTE** = National Council of Teachers of English
- **NCSS** = National Council for the Social Studies

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**Attachments**

- Short Presentation Plan
- Peer Evaluation
- Proposed Guidelines For Professional Attire

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- Workshop Evaluation

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Attachment I

**Short Presentation Plan**

A presentation plan of any length needs a beginning, a middle and a conclusion. The following is a presentation template that enables a presenter to effectively organize information into a Short presentation.

I. GREETING AND INTRODUCTION (short and sweet)

II. OBJECTIVES

What do you want the audience to get from your presentation? In a small group, you can preprint the objective/s on a flip chart or project it onto a screen. Always start presentation plan with an objective firmly in mind and state it clearly at the beginning of your presentation whether or not it’s displayed.

If asking your participants, “What do you want from our time together?” list the responses on a flip chart or overhead projector transparency as they speak.

III. THREE-SECTION PRESENTATION PLAN

There are three sections to the presentation and three parts to each section.

**SECTION A:** Tell them what you’re going to tell them.

1. **Preview**

The message—the specific idea or point of view you put forward in your short presentation plan

Example: Identifying and using sensory-based words in your communication enables you to speak “everyone’s language” and build the rapport necessary for effective communication.

2. **General Statement:**

In general, what you want your audience to know

Example: How to identify sight (visual), hearing (auditory), feeling (kinesthetic), tasting (gustatory) and smelling (olfactory) words and use them in sentences

3. **Benefit:**

What this message, information or point of view will do for your audience

Example: They can develop rapport, more effective communication and satisfying interactions with others.

**SECTION B:** Tell them.

1. **Body:**

Include three major points in the body of what you have to say (Note: Follow each point with a story or evidence to illustrate that specific point, as illustrated below.)

Point 1:

Example: Good communication depends on establishing trust and understanding. Using language everyone understands helps to build rapport, effective communication and desired results.

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Point 2:
Example: Learning how to identify specific sensory-based words in others’ speech gives us important information about how they’re thinking.

Point 3:
Example: Changing the words we use to match another person’s preferred sensory-based language builds new understanding and helps to establish rapport and successful and useful outcomes.

2. Stories:
Relate stories or evidence to illustrate points.

Example: story for Point 1:
Relate a story of the frustrations of two people trying to communicate their experience using different sensory-based words.

Example: Story for Point 2:
Narrate an illustration of what words to listen for that give away important information about how someone is thinking.

Example: Story for Point 3:
Relate a story of using someone’s preferred sensory-based words and how it changed the way you understood and felt about each other.

3. Illustrations:
Use presentation aids or examples to make your points.

Example: Charts, projected lists, pictures, demonstrations

SECTION C: Review. Tell them what you told them.

1. Restate Message:
Restate the initial message or point of view that anchors your message and confirms the points you’re making in your presentation.

2. Call for Action:
Call for the audience to do something specific—learn a skill, volunteer, write a check, sign up, change a course of action, etc.

3. Restate Benefit:
Reminder your audience of the benefits they get from using what they’ve learned.

Short Presentation Plan Review

Greeting

Objective

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Tell them what you’re going to tell them.
Preview Message General Statement Benefit

Tell them.
Body: Three Major Points
Point 1 with story/illustration
Point 2 with story/illustration
Point 3 with story/illustration

Tell them what you told them:
Review
Restate initial message.
Call for action.
Restate benefit.

Source: Jan Noyes. THE Presentation Advisor
Students are expected to dress in "PROFESSIONAL attire” during certain components of this course. The rationale for these suggestions is that conservative attire is appropriate for most environments including presentations, symposium, forum and job interviews.

The following proposed guidelines will identify what is expected for “professional attire”.

**SUITS**
Conservative cut; solid, pinstripe or pin-check. Choice of colors: NAVY, GRAY CHARCOAL, DARK BROWN, or BLACK. No pastel colors. Men should avoid wearing solid black suits - (reserve for semi-formal occasions).

Skirts should be straight or pleated; easy to sit in, loose fitting; no high slits or side openings; not more than 3 inches above the knee. **NO PRINTS.** Skirt must match suit jacket. Females cannot wear pants. However, a pants suit with a long matching jacket is okay. All jacket must cover hips and long sleeved).

**JACKETS MUST BE WORN TO SYMPOSIUM/FORUM. NO BLAZER/SKIRT, BLAZER/PANT, BLAZER/DRESS COMBINATIONS. NO DRESSES.**

**NOTE:** Navy and gray are "power" colors and the most appropriate for forum, presentations and interviews.

**SHIRTS**
Long-sleeve cotton or broadcloth: solid or conservatively striped. Choice of colors: white, ivy, beige or pale blue.

**BLOUSES**
Solid colors, white and pastel; silk and cotton; **(NO PRINTS).** Accent with multicolor scarves.

**TIES**
Medium width ties--three inches, silk if possible; colors muted and in contrast to the suit. Designs need not be limited to neat striped patterns or small dots. Paisley and floral patterns are acceptable, but should be muted. Pocket handkerchiefs **never** match ties. Ties should always cover belt buckles.

**BELTS**
Same color of shoes. No belts out-side of suits.

**HOSE**
**WOMEN:** Natural, taupe, off-black, navy blue, gray. **No knee-highs.** (Note: All hose should be sheer enough to see the natural skin tone.)

**SOCKS**
**MEN:** Over the calf length in: black, charcoal gray, navy or brown. Socks should always cover calves.

**SHOES**
Shoes must be cleaned and shined. Avoid wearing shoes with torn or over-worn hills.

**WOMEN:** black, navy, or brown to match wardrobe; basic pump with medium or low heels. No open toe, open backs, sling, or multi-color trim shoes.

**MEN:** Leather tassel loafer, wing tip or cap toe, lace-up; in dark brown, black, or cordovan.

Approved/Revised 10/30/07
JEWELRY  Should be minimal. Avoid flashy or eye catching jewelry. No facial jewelry such as nose rings, tongue ring or other facial piercing. Both men and women should avoid wearing front gold-teeth. Cover tattoos.  
Women: No more than five pieces of jewelry should be shown. One ring per hand; a watch or bracelets that do not dangle or detract. One string necklace or chain. Women may wear one pair small stud earrings. (no gypsy hoops).  
Men: No more that three pieces of jewelry should be should. MEN CANNOT WEAR EARRINGS. Chains or necklace can not be shown. One ring per hand and a watch or bracelet.

HAIR  Men avoid jheri curls, processed looks, sculptured looks and braids. Maintain a neat, well-groomed haircut.  
Women avoid sculptured looks. Avoid formal or after-five looks. Wear hair simple and away from face.

MAKE-UP  Women: Make-up should look natural. Avoid formal or after-five looks. Use neutral colors for eye-shadows (no blues, green, white, etc.). Lipsticks worn should also be settle.  
Men: No make-up is necessary. However, a transparent face powder may be applied to avoid a shinny appearance.

NAILS  Women: Wear natural length nails with a neutral color nail polish. No jewelry or designs on nails.  
Men: Wear nails short and manicured. Clear polish is okay.

MUSTACHE & BEARDS  Neat and trimmed.

PERSONAL HYGIENE  Clean, healthy smile, good general hygiene, fresh-clean presence. Fragrance lightly scented and applied.

Now to make the outfit a complete success, please be aware of the way you walk, sit or stand (posture) and speak.
## Attachment IV  WORKSHOP EVALUATION

TO PARTICIPANTS: Thank you for attending our workshop. Your comments, as well as ratings, are useful to the PRESENTERS. Using the key below, complete the following information by placing a check mark (✓) in the appropriate box.

**KEY:**  5-Excellent, 4-Very Good, 3-Average, 2-Fair, and 1-Poor

Please do not leave any blanks. You may use the back side of this page for additional comments. Thank you again for your support.

Workshop Title__________________________________________________________    Date ______________

Presenter/s Name:   _____________________________________________________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Workshop met the objectives.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Workshop was well organized.</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>3. The Materials were well presented.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Overall rating of the workshop</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The Overall rating of the content of this workshop.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Presenters were well prepared.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The Presenters were well knowledgeable.</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. The workshop was an enjoyable experience.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. The workshop environment was adequate.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please Complete the following statements:

10. The most valuable part of the workshop to me was

11. The parts of the workshop that worked well are

12. The parts of the workshop that could be improved are

13. I (circle one) **would** or **would not** recommend this workshop to a friend because

14. Other comments:

If you would like additional information, please indicate and provide us with your email address.

Email: ________________________________________________________

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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge     (S)=Skill     (D)=Disposition

Approved/Revised 10/30/07
References and External Links on Blackboard

TEXTBOOK 1 (http://thepresentationadvisor.com/support-files/greatworkshops.pdf)  
"HOW TO CREATE AND PRESENT GREAT WORKSHOPS

TEXTBOOK 2 (http://thepresentationadvisor.com/support-files/watchyourlanguage.pdf)  
"HEY, WATCH YOUR LANGUAGE

20 MINUTE PRESENTATION (http://www.thepresentationadvisor.com/presentation-plan.html)  
GUIDELINES


Preparing for Conferences and Seminars. 
http://desktoppub.about.com/cs/learningdtp/a/conference_prep.htm

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