

**CLEVELAND STATE UNIVERSITY
COLLEGE OF URBAN AFFAIRS
FALL 2007**

**UST 290 (1) - URBAN GEOGRAPHY
9:45 – 10.50 MWF UR 106**

Dr. Harry L. Margulis
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Office Hours: MWF 11:00 AM-1:00 PM and by appointment

COURSE DESCRIPTION

This course focuses upon urban geography as the outcome of urbanization as a process. The framework consists of interdependent elements - demographic, economic, political, cultural, social and technological - that cause urban places to be transformed. Within this multidimensional context, geographers seek to explain the differences between and within urban places, the distinctiveness of individual places, and the spatial regularities that exist among them. In studying the outcomes of urbanization processes - i.e., urban systems, land uses, built environments, and social ecologies - geographers seek to explain how and why various landscapes emerge, and how these ever changing landscapes create socially defined problems.

GENERAL EDUCATION REQUIREMENTS

This course fulfills the **WRITING ACROSS THE CURRICULUM** requirement. Students must earn a grade of C or better on their concept paper in order to apply UST 290 toward this requirement.

ATTENDANCE POLICY

An attendance sheet shall be circulated precisely at 10:00 a.m. Please make sure that you sign the sheet. **Lateness or failure to sign the attendance sheet shall count as an absence.** You may have three excused absences. For each absence thereafter students shall lose **3.33 percent of the assigned attendance grade**. In brief, **a total of SIX absences** shall result in the receipt of a **zero** for the attendance grade.

It is possible that traffic delays, family or work responsibilities might cause an occasional delay in your timely arrival for class. Repeated late arrivals, however, disrupt the learning environment of any class. Any student that repeatedly arrives late will not be added to the class attendance list and will be considered absent for that day even if they arrive late. In addition, students who are chronically tardy may not be admitted to class for which they arrive 15 or more minutes after the class's assigned meeting time.

EXAMINATION POLICY

All take-home quizzes must be submitted on assigned dates. Failure to submit a quiz on time shall result in a one-half grade reduction for each day the examination is late. Missed quizzes cannot be made up and no incomplete grades (except under extraordinary circumstances as determined by the instructor) shall be assigned in this course. All quizzes must be hand delivered in hard copy to the instructor. Electronic delivery of quizzes (e-mail) is unacceptable except in case of emergency.

Quiz 1 is due **Friday, October 5, 2007.**

Quiz 2 is due **Friday, October 12, 2007.**

Quiz 3 is due **Examination Week, December 12, 2007 at 8:30 am pm.**

- Take-home quizzes must be submitted in essay form. **You must write a one page essay for each question.** Do not exceed one page. The instructor will not read a second page. Use one inch margins and double or 1.5 spacing between lines. Word-process your answers (**10 point font size**). Handwritten quizzes will not be accepted. Edit extensively.
- **Begin each question on a separate page.** Please write clearly. Indicate the part and number of the question answered at the top of each essay. **Do not rewrite the question.** Use grammatical English.

- **Questions are graded on the basis of content and writing quality.** Points shall be deducted for errors of logic, grammar and syntax.
- Keep quotes to a minimum. Avoid plagiarism, use in-text citations to identify sources correctly, and use quotation marks where appropriate.
- Stable the pages together in the upper left-hand corner. Do not submit the examination(s) in a folder or binder.

WRITING ASSIGNMENT

Each student is required to prepare a **concept paper** based on a topic related to the course content.

- **Ten or more reference sources must be utilized** – journal articles, books, chapters in books, electronic journals, magazines, newspaper articles, documents and reports. **Non-peer reviewed internet sources should not be used or used sparingly.** All internet sources on the reference page must indicate the http:// address and date of access. Quality research requires a variety of sources and balanced perspectives.
- Concept papers should be **eight word-processed, double-spaced pages.** Handwritten papers shall not be accepted. The instructor will not read more than eight word-processed pages.
- You may attach appendices --bar graphs, line graphs, pie charts and so forth. Whenever TABLES OR FIGURES are included be sure that they are clearly explained in the text, consecutively identified in parentheses by Roman numerals or figure numbers, and that sources are identified. The TABLES AND/OR FIGURES should be labeled consecutively (i.e., TABLE 1: SOCIOECONOMIC CHARACTERISTICS OF OCCUPATIONAL GROUPS) and, if separated from the paper, independently understood by the reader. Sources must be indicated beneath the tables, charts or graphs and the source must appear on the reference page.
- If you imbed tables, charts or graphs in the text, then the text alone must be eight pages in length. The cover page, abstract, bio-sketch and reference page do not count as part of the text. **Number pages consecutively beginning with the first page of the text. Do not number the cover page or the page containing the abstract and bio-sketch.**
- Alphabetically arranged all references to books, articles, and other resource materials on a separate page entitled **References Cited.** Use the **Urban Affairs Review Manuscript Style Sheet** (class handout) for in-text citations as well as references cited.
- All concept papers are to be written in **Standard English,** spell-checked and proof read for accuracy. For assistance, make an appointment with the **Writing Center** located in the University Library.
- On a separate page preceding your text include a 150 word **abstract** and a short **bio-sketch** not to exceed 100 words (**See examples below**). The title of the paper and student identification should be included on the cover page.
- Each concept paper must have a **concise thesis statement** that is implicitly stated in the first paragraph. Identify any assumptions made, draw clear and obvious conclusions, and be sure that conclusions are justified by the evidence.
- **Plagiarism may result in the student receiving a failing grade for the piece of work involved.**
- When citing to a **secondary source** in a book or article, use the following form:

(Van Dijk as cited by Campbell 1995, 27) or (Van Dijk as quoted by Campbell 1995, 27).

Be sure that the reference to Campbell appears in alphabetical order on your reference page.

- All **quotations** must have appropriate attribution. **All in-text citations must appear on the reference page.**
- Online sources should be listed in the following manner on your reference page (start with the author's name):

Landow, G. 1997. Hypertext 2.0: The convergence of contemporary critical theory and technology [Online]. Date of access.
URL <http://www.stg.brown.edu/projects/hypertext/landow/ht/contents.html>

Article in an edited online work:

Keegan, J. 1999. Normandy: The invasion conceived, 1941-43. In Encyclopedia Britannica [Online]. Date of access. URL <http://normandy.eb.com/normandy/week1/buildup.html>
World Wide Web document:

Dice, R. 1998, June 15. Web Database Crash course – Lesson 1 [WWW document]. Date of access.
URL <http://www.hotwired.com/webmonkey/98/24/index0a.html?tw=frontdoor>.
Online newspaper:

McDowell, R. 1999, April 12. Colorado students struggle to understand rampage. The Boston Globe [Online newspaper]. Date of access. URL <http://www.globe.com/news/daily/21/school.htm>

Online magazine article:

Dubow, C. 1999, April 21. Turning acorns into trees. Forbes [Online magazine]. Date of access.
URL <http://www.forbes.com/tool/html/99/apr/0421/feat.htm>.

- Keep quotes to a minimum. Do not string quotes together; paraphrase and cite correctly.
 - Quotations. Short quotations within the text should be indicated by quotation marks; long quotations or extract material (without quotation marks) should be indented about [1 ½ inches] along both margins. Words, punctuation, or italicization not present in the original should be enclosed in square brackets or noted as “[italics added]”.
- The **checklist** found in the **Urban Affairs Review Manuscript Style Sheet** on pages 7 and 8 should be consulted. Also, use the list below to evaluate your concept paper prior to submission.
 - A. **Materials** - Is the assignment carried out using appropriate up-to-date resources?
 - B. **Research Design - Organizational Structure** - Is there an introduction? Are the points easily understood? Are they supported with convincing examples? Does the conclusion summarize the preceding material? Does it answer the question or assignment?
 - C. **Style** - Is the writing clear? Are the transitions smooth? (Allowing the reader to easily follow the argument?) Is spelling a problem? Grammar?
 - D. **Evaluation of content** - Is the interpretation understandable and convincing? Is the subject covered well?
 - E. **Conclusion** - Is the essay adequately summarized and brought to a conclusion? Is the paper creative and original? Is there evidence of a strong research effort?
- The form of the abstract should be as follows:

ABSTRACT – In this study, auditor appraisal real property tax data are aggregated and used to identify high and low intensities of commercial activities in census tracts. Then, the tracts are cross-classified by standard occupation classification (SOCs) categories. A discriminant analysis is performed to test whether differences actually exist in tract intensities based on the SOCs. The discriminant function correctly classified 80.0 percent of the low- and 68.2 percent of the high-intensity cases. An analysis of SOC percentage distributions in Cleveland, the suburban commercial sub-markets and the balance of the county reveals that jobs are more highly concentrated in the county than in the city. An index of specialization shows that sub-markets are highly specialized in 10 of 21 SOCs, while an index of entropy shows that the sub-markets are relatively identical

in occupational structure. Lastly, a multivariate analysis of variance is performed comparing the sub-markets, firm and housing characteristics, and the SOC categories. The sub-markets are largely undifferentiated on the basis of firm characteristics, but the E/R ratios, the number of housing units and the total square footage of housing space indicate that the sub-markets are somewhat different in housing characteristics. Nonetheless, all of the sub-markets have job-housing imbalances. Continuing decentralization of population and jobs ensures that speculators and developers will expand and infill suburban sub-market clusters to the detriment of Cleveland's CBD and the chagrin of its political leaders. [230 words]

Margulis, H.L. 2007. Commercial sub-markets in suburban Cuyahoga County, Ohio. Urban Studies 44(2): 1-26.

ABSTRACT - In some metropolitan real estate markets, large land dealers considerably influence the conversion of land for residential use. Their activities may affect the timing, direction, and type of new development. This study uses the Cleveland, Ohio metropolitan region to consider whether large landholders play a major role in residential land conversion in suburban markets and the extent to which their actions are driven by market signals.

The findings indicate that large holders of raw land targeted to residential conversion do sell, subdivide, and develop land parcels in response to definitive market signals that foreshadow housing demand. They are most active in jurisdictions that from 1990 to 2000 showed strong decennial population and housing growth. Increasing growth rates have affected the zoning, platting, and densities of residential development; increased the number of permits issued for new construction; raised average housing resale prices; and increased the average amounts of home mortgages. Where favorable conditions prevail, the price of raw land exceeds the holding price, justifying sale and subdivision. Large land dealers respond to market signals by releasing land in expectation of development. [180 words]

Margulis, H.L. 2006. Landholders, residential land conversion, and market signals. Opolis 2(1): 17-34.

BIOGRAPHICAL SKETCH - Dr. Harry Margulis is an associate professor in the College of Urban Affairs. My research interests deal with housing policy, urban processes and metropolitan restructuring. Recently published articles appear in the Opolis, Urban Affairs Review and Urban Studies. [41 words]

- If you have any questions concerning manuscript style, please consult Turabian, K.L. **A Manual for Writers of Term Papers, Theses, and Dissertations**. Chicago: University of Chicago Press.
- Concept paper topic due – **Friday, September 11, 2007**. A record of the topics shall be maintained by the instructor. **If you change your topic, you must notify the instructor.**
- The first draft of the concept paper is due - without exception – **Friday, October 26, 2007**. Failure to submit a concept paper outline or summary draft on time shall result in a one-half grade reduction for each day the paper is late. The late grade shall be the starting point for the resubmitted paper.
- Papers may be rewritten and resubmitted. Revised papers shall be re-evaluated and assigned a new grade by the instructor; previously assigned grades shall be ignored except as indicated above. All rewritten concept papers are due: **Monday, November 26, 2007**. **No paper shall be accepted after this date.**

COURSE METHOD - This course uses an interactive teaching approach consisting of power point lectures, discussions, student presentations and debate methods.

FINAL GRADES

Final grades shall be determined on the following basis:

Attendance	10%	10 Points	
Quiz 1	20%	40	Content - 20pts; Writing - 20pts
Quiz 2	20%	40	Content - 20pts; Writing - 20pts
Quiz 3	20%	40	Content - 20 pts; Writing - 20 pts
Concept paper	20%	50	
Student presentation	10%	15	
Total	100%	195	

LETTER GRADES

95% or better	A	75 - 79	C+
90 - 94	A-	70 - 74	C
87 - 89	B+	60 - 69	D
84 - 86	B	Less than 60	F
80 - 83	B-		

POWER POINT PRESENTATIONS

Power point presentations used in class are available on-line. To access go to Internet Explorer. On the address bar type in the URL:

<ftp://urban.csuohio.edu/utility/margulis/ust290>

or <http://urban.csuohio.edu/cuacs/utility/margulis/ust290>.

If you need help, call the
Urban College's Computer Lab (687-2200)

In order of presentation:

Fishman, R. 2000. The American metropolis at century's end: Past and future influences. Housing Policy Debate 11(1): 199-213

Contrast Between Fordism and Flexible Accumulation / Contrast Between Organized and Disorganized Capitalism

Knox, P.L. and L. McCarthy. 2005. Growth phases of American urban evolution. In Urbanization – An introduction to urban geography, by P.L. Knox and L. McCarthy, 115-136. Upper Saddle River, NJ: Pearson-Prentice Hall.

Kunstler, J.H. 1993. The geography of nowhere – The rise and decline of America's man-made landscape (See quote). New York, NY: Touchstone.

Lang, R., J. LeFurgy and A.C. Nelson. 2006. The six suburban eras of the United States. Opolis 2(1): 65-72.

Galster, G., R. Hanson, M.R. Wolman, S. Coleman and J. Freihage. 2001. Wrestling sprawl to the ground: Defining and measuring an elusive concept. Housing Policy Debate 12(4): 681-717.

Peiser, R. 2001. Decomposing urban sprawl. The Town Planning Review 72(3): 275-298.

Akundi, K.M. A perspective on suburban expansion and metropolitan development. In Revitalizing the city – Strategies to contain sprawl and revive the core, by F.W. Wagner, T.E. Joder, A.J. Mumphrey Jr., K.M. Akundi and F.J. Artibise, eds., 3-24. Armonk, NY: M.E. Sharpe.

Rush, D. 2003. Cities without suburbs. Washington, DC: The John Hopkins University Press.

Nelson, A.C., R.J. Burby, E. Feser, C.J. Dawkins, E.E. Malizia and R. Quercia. 2004. Urban containment and central city revitalization. Journal of the American Planning Association 70(1): 411-424.

- Downs, A. 2005. Smart growth: Why we discuss it more than we do it. Journal of the American Planning Association 71(4): 367-378. Undesirable features of continuing growth through “suburban sprawl” (Summary).
- Fishman, R. 1994. Urbanity and suburbanity: Rethinking the ‘burbs’. American Quarterly 46(1): 35-39. The Benefits of Sprawl (Summary).
- Downs, A. 2005. Smart growth: “Smart Growth”: Why we discuss it more than we do it. Journal of the American Planning Association 71(4): 367-378. Environment and Planning Initiatives to Limit Sprawl (Summary)
- Lang, R.E. 2003. Edgeless cities – Exploring the elusive metropolis. Washington, DC: The Brookings Institution.
- Byun, P. and A.X. Esparza. 2005. A revisionist model of suburbanization and sprawl – The role of political fragmentation, growth control, and spillovers. Journal of Planning Education and Research 24: 252-264. Revitalization and Sprawl – The Role of Political Fragmentation, Growth Controls, and Spillovers (Summary).
- Lang, R.E. E.J. Blankely, and M.Z. Gough. 2005. Keys to the new metropolis – America’s big, fast-growing suburban counties. Journal of the American Planning Association 71(4): 381-391.
- Lucy, W.H. and D.L. Phillis. 2000. Suburban decline: The next urban crisis. Issues in Science and Technology Fall: 55-62.
- Fishman, R. 2005. The fifth migration. Journal of the American Planning Association 71(4): 357-366.
- Knox, P.L. and L. McCarthy. 2005. The foundations of urban. In Urbanization – An introduction to urban geography, by P.L. Knox and L. McCarthy, 115-140. Upper Saddle River, NJ: Pearson-Prentice Hall. Urban Morphology (Diagrams)
- *Battern, D.F. 1995. Network cities: Creative urban agglomerations for the 21st century. Urban Studies 32(2): 313-327. Urban Agglomerations
- Knox, P.L. and L. McCarthy. 2005. Changing metropolitan form. In Urbanization – An introduction to urban geography, by P.L. Knox and L. McCarthy, 139-170. Upper Saddle River, NJ: Pearson-Prentice Hall. Urban Morphology (Diagrams)
- Nucci, A. and L. Long. 1995. Spatial and demographic dynamics of metropolitan and non-metropolitan territory in the United States. International Journal of Population Geography 1: 165-181.
- Dear, M.J. A taxonomy of southern California urbanism. In The postmodern urban condition, by M.J. Dear. Malden, MS: Blackwell Publishers Inc.
- *Knox, P.L. and L. McCarthy. 2005. How neighborhoods change. In Urbanization – An introduction to urban geography, by P.L. Knox and L. McCarthy, 341-376. Upper Saddle River, NJ: Pearson-Prentice Hall. Urban Morphology (Diagrams)
- * Knox, P.L. and L. McCarthy. 2005. The residential kaleidoscope. In Urbanization – An introduction to urban geography, by P.L. Knox and L. McCarthy, 295-340. Upper Saddle River, NJ: Pearson-Prentice Hall. Urban Morphology (Diagrams)
- Shevky and Bell. Urbanism as a way of life in relation to the size, density, and heterogeneity of the urban population. Social area analysis. 7-8. (Diagrams).
- *Not available on-line as of December 21, 2006.

REQUIRED TEXT

- Bogart, W.T. 2007. Don't call it sprawl. Metropolitan structure in the twenty-first century. New York: Cambridge University Press.
- Knox, P.L. and L. McCarthy. 2005. Urbanization - An Introduction to Urban Geography. Second Edition. Upper Saddle River , NJ: Pearson-Prentice Hall.

RECOMMENDED READINGS SCHEDULE

- Week 1 Introduction to the course
Urbanization and Urban Geography, Chapter 1, pages 1-20.
- Week 2 The Foundations of the American Urban System, Chapter 3, 53-78.
- Week 3 The Urban System in Transition, Chapter 4, pages 79-114.
- Video: Chicago: the building of an entrepot city. Princeton, NJ: Films for the Humanities and Sciences, 2001. (50 minutes).
- Video: Taken for a ride: The real story of the auto oil industry campaign to destroy public transit and push the auto. A film by Jim Llein and Martha Olson. New Day Films.
- Week 4 The Foundations of Urban Form and Land Use, Chapter 5, pages 115-138.
- Week 5-6 Changing Metropolitan Form, Chapter 6, pages 139-170.
- Video: The internal city (60 minutes). New York: Insight Media
- This video looks at the arrangement and internal characteristics of the North American city in the 19th and 20th centuries. Following a look at three models that have been put forward to describe the management of urban land uses, the program examines the changing nature of intra-city travel and potential improvements to urban travel and city living.
- Week 7-8 Don't Call It Sprawl – Metropolitan Structure in the Twenty-first Century
- The World of Today, pp. 1-19
 Making Things Better: The Importance of Flexibility, pp. 20-38
 Are We There Yet?, pp. 39-63
 Trading Places, pp. 64-88
 Downtown: A Place to Work, a Place to Visit, a Place to Live, pp. 89-111
 How Zoning Matters, pp. 118-142
 Love the Density, Hate the Congestion, pp. 143-159
 Homogeneity and Heterogeneity in Local Government, pp. 160-180
 The World of Tomorrow, pp. 181-189
- Week 9 The Urban Development Process, Chapter 11, pages 273-294.
- Video: Save our land. Save our towns. Oley, PA: Bullfrog Films, 2000. (57 minutes).
- Week 10 The Residential Kaleidoscope, Chapter 12, pages 295-340.
- Week 11 How Neighborhoods Change, Chapter 13, pages 341-376.
- Video: Reinventing the city: New York and Los Angeles. Princeton, NJ: Films for the Humanities and Sciences (50 minutes).
- Week 12 Urbanization, Urban Life, and Urban Spaces, Chapter 14, pages 377-406.
- Week 14-15 Student Presentations

EXAMINATIONS

Quiz 1

Choose **ONE** question from each of the following **FOUR** parts. Write a one-page essay for each question. Each question is worth **10 points**. Use one inch margins on all four sides of the page. Indicate the part and question number adjacent to your answer. Do not rewrite the questions at the top of the page. The instructor will not read more than one page for each question.

Part I (See Chapter 3: The Foundations of the American Urban System)

1. How did the “Frontier” and “Mercantile” epochs bring forth new patterns of settlement, new kinds of towns and cities, and new patterns of trade and migration between towns?
2. How did early industrial expansion and realignment and the organization of industry alter patterns of settlement, trade and migration?

Part II (See Chapter 4: Urban Systems in Transition)

1. How did freeways, regional decentralization, metropolitan consolidation and urban economic restructuring operate to shift the Fordist economy to advanced capitalism? What are some of the ramifications?
2. How did economic restructuring lead to the emergence of information cities?

Part III (See Chapter 5: The Foundations of Urban Form and Land Use)

1. How is urban form altered by changes in social structure, lifestyles, new building materials and construction techniques, and innovations in urban transportation?
2. How do changes in the legal framework of land ownership, land use law, and land use policy influence the evolution of urban form?
3. How did the industrial era establish the template for the development of the modern city?

Part IV (See Chapter 6: Changing Metropolitan Form)

1. How did the spatial reorganization of cities triggered by the increasing use of trucks and ownership of automobiles lead to the development of new models of metropolitan form?
2. How does the locational flexibility made possible by new digital technologies lead to new ways of conceptualizing urban form?

Quiz 2 (Bogart)

Choose **ONE** question from each of the following **FOUR** sections. Write a one-page essay for each question. Each question is worth **10 points**. Use one inch margins on all four sides of the page. Indicate the section and question number adjacent to your answer. Do not rewrite the questions at the top of the page. Each question is worth **10 points**.

Part I

1. Contrast the “crusading” and “persuading” frameworks for public policy (Chapter 1).
2. What are the shortcomings of utopian ideas and visions? (Chapter 2).

Part II

1. Discuss Bogart’s contention that metropolitan decentralization does not represent a radical departure, but it is instead a ongoing evolution with roots that can be traced back over a century (Chapter 3).
2. Understanding the importance of trade is critical to understanding metropolitan structure. Why? (Chapter 4).

Part III

5. Does the downtown have a place in the twenty-first century metropolitan area? (Chapter 5).

6. Why is zoning a trade barrier to the interaction of places within a metropolitan area? (Chapter 6).

Part IV

7. Land use regulations target negative externalities such as pollution and congestion, but is urban sprawl the cause of these problems? (Chapter 7).
8. Bogart argues that the dominance of the existing environment is a key determinant of the existing built environment. Explain.

Quiz 3

Choose **ONE** question from each of the following **FOUR** sections. Write a one-page essay for each question. Each question is worth **10 points**. Use one inch margins on all four sides of the page. Indicate the section and question number adjacent to your answer. Do not rewrite the questions at the top of the page.

Part I (See Chapter 11: The Urban Development Process)

1. How do the interactions of various actors or decision makers influence specific developments issues and help organize the framework for city building?
2. How does the complex ebb and flow of investment, disinvestment, and reinvestment affect the resulting process of urban development?

Part II (See Chapter 12: The Residential Kaleidoscope)

1. How do physical and social distance mutually reinforce aspects of social interaction and residential segregation?
2. How do social status, household types, ethnicity, and lifestyles influence neighborhood differentiation and residential segregation?
3. How have the changing political economy and changing metropolitan form imprinted new social groups, new kinds of household organizations and new lifestyle orientations on the social map?

Part III (See Chapter 13: How Neighborhoods Change)

1. How are similarities in the behavior of particular types of households, i.e., their socioeconomic background, household type, and ethnicity, linked together in causal terms to the processes of neighborhood change?
2. How do key “gatekeepers” such as real estate agents and mortgage financiers influence neighborhood change?
3. How do neighborhood life cycles, housing submarkets, household behavior, and social gatekeepers affect the nature of neighborhood transformation?

Part IV (See Chapter 14: Urbanization, Urban Life, and Urban Spaces)

1. Explain how the socio-spatial dialectic creates, shapes and conditions people in their urban environment.
2. How does territoriality influence how people perceive various elements of their urban environment?
3. How are people’s everyday “life-worlds” established through individual “time-space” routines?

Part V (Bonus Question – 5 points)

How has the morphological structure of the metropolitan area changed with the on-set of post-modernism and the end of suburbia? Write a one page essay. Be sure to reference appropriate power point presentations to document your answer.

ELEMENTS OF A PRESENTATION

Student Name: _____

THEME – Main theme clearly stated; secondary themes duly noted

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

OPENER – Why did student choose topic? What will be covered? Creativity - lead into body

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

CONTENT - Time management; interesting; audience used

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

BODY - Logical order; complete

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

CLOSE - Recap main idea; restate importance of talk; creativity

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

REFERENCE TO NOTES - eye contact; did not read - glanced at outline occasionally; maintains eye contact (left, right, front); uses power point presentation effectively; speaks extemporaneously

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

POISE - stage presence; posture; relaxed; complete control; commands audience; focuses audience’s attention

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

VOICE - variety; rate; volume; sound

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

BODY LANGUAGE – Gestures not distracting; movements not exaggerated

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

VOCABULARY - No slang; errors - pronunciation; enunciation

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

IDEAS APPROPRIATE; DYNAMIC SPEAKER - Responds well to questions; Interacts well with audience

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

A/V AIDS - Professionally prepared, helpful, not distracting; easy to read and understand

() Power point presentation () Hand outs () Other

Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /