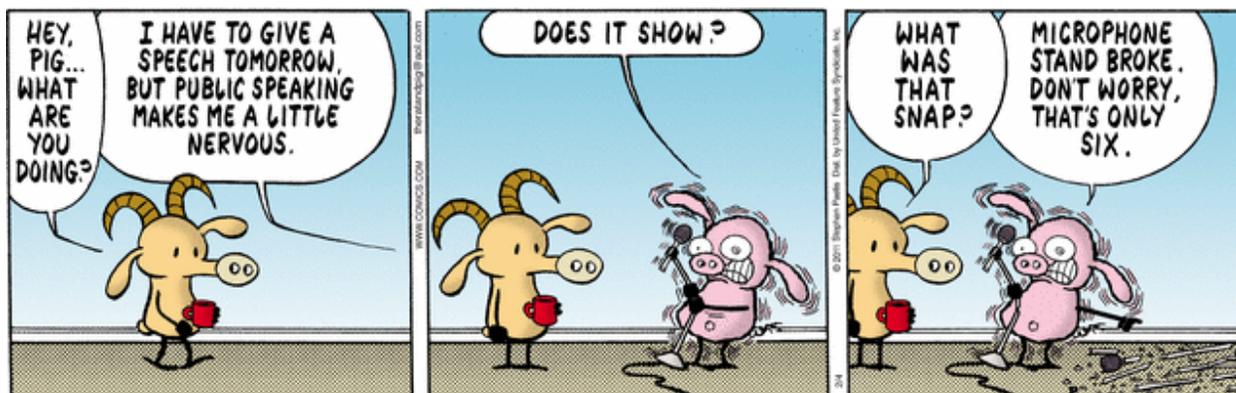


ENGL 2050—Self-Staging



Instructor: Amanda Shoemake

Office Location: Pafford 105 A

Office Hours: M 9:00-10:00, T 10:00-1:00 (ONLINE), and W 9:00-12:00 (also by appointment)

Writing Center Hours: M 10:00-12:00 and 5:00-6:00 (Appointment via WC ONLY)

Email: amandas@westga.edu. **DO NOT EMAIL ME THROUGH COURSE DEN!** Use your **student GMAIL account!**

Class Info: Meets MW 2:00-3:15 in Pafford 308

Email Communication: While I encourage email communication regarding the course and coursework, I do ask you to consider checking resources before asking me questions about policies or scheduling. This syllabus intends to cover those policies, and no exception will be made to the policies within it. Therefore, any email concerning a matter that can easily be resolved via the syllabus will be responded to with one word: "syllabus." In addition, for my own sense of self-preservation, emails guilty of the following transgressions will be subject to snarky GIF/MEME responses (with love, of course):

1. Any emails that include emojis.
2. Anything using the phrase "should" or "could" as directed at me. For example, "Hey prof. I missed class. Could you email me what I missed?" or "Hey, I think you should give me another chance. I only missed 10 classes!"
 - a. In addition, any email that says, "Did I miss anything important?" will be printed out and set on fire. No really. The answer is yes. You missed class. Class is important. Therefore, you missed important things.
3. Emails regarding grades. **I. Cannot. Discuss. Grades. Via. Email.** These will most likely be deleted.
4. Asking if required books are actually required.
5. Asking for an excused absence—look, I care about you guys, but there is no distinction between excused or unexcused. You have three available absences to use however you please. If something is going on outside of class that has you worried/concerned about your ability to come to class, come chat with me face-to-face. We'll get coffee and figure it out.

6. Emails asking me to do “prophetic math”, e.g., “What do I need to get on this final essay to make a [-]?”—Also, see #3.
7. Emails containing HW, Daily Grades, or essays as submissions—I only accept electronic submissions via Courseden.
8. Any email missing a subject or class specifics—I literally interface with 150 students every 2 days, and I teach up to 6 different courses. Be sure to tell me what class and section, so I can put a face to the name!

COURSE OBJECTIVES

- Students will be able to identify, analyze, and practice the various discursive modes involved in everyday self-presentation.
- Students will develop the ability to adapt their oral communication to specific purposes and audiences.
- Students will learn and practice techniques of effective conflict resolution, team building, stress management, and impression management.
- Students will achieve a deeper awareness of the subtext underlying oral communication, how to read it in others, and how to master their own.
- Students will learn how to express themselves more precisely and articulately by expanding their vocabulary and leading/participating in current events discussions.

COURSE POLICIES:

Attendance: For classes that meet twice a week, a student is allowed two absences. Arriving late for class counts as 1/2 an absence. Upon the third absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.

**** If withdrawal occurs prior to Thursday, March 2nd, the student will receive a grade of W. If the withdrawal occurs after Thursday, March 2nd, the student will receive a grade of WF (FYW Department Policy).**

Disruptive Behavior Policy:

[The Student Conduct Code, section 3.00 \(Appendix A in the Student Handbook\)](#) prohibits disruptive behavior on campus, defined as “interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services.” Reasonable examples of appropriate classroom behavior prohibit such actions as cell phone use, eating in class, talking while the instructor is talking, coming late or leaving early, sleeping, etc. Specific information on disruptive behavior in the classroom and how such behavior is addressed can be found by visiting the following: http://www.westga.edu/vpsa/index_4721.php (Office of Student Affairs and Enrollment Management)

Additional Note on Classroom Behavior (aka “don’t be an asshole” policy):

Please remember that the very thought of speaking in public terrifies about 90% of the world’s population. For this reason, I will not tolerate any behavior deemed disrespectful by either myself or the collective consciousness of all humans - sometimes referred to as common sense. Please remember that everyone in this class will be nervous initially, and that everyone will be speaking in public on numerous occasions. If you are mean to a classmate while he/she is speaking, you will be removed from the class (both physically and possibly administratively). In addition, please be aware that the success of this class depends upon every student’s individual contribution to the class. Several of the projects in class will require you to work with other students, and some will require you to assess other students in their degree of success/competency. I expect, therefore, that you will work with each in a constructive, compassionate, and rigorous environment, sharing ideas and expertise for the benefit of the group as a whole. Part of your responsibility in this class is to help each other improve, and this means that you must point out your classmates’ strengths as well as their areas of weakness in order that every student might grow in his or her oral communication skills. I expect you to deliver your feedback in an honest and tactful manner. Additionally, we will create assessment criteria together in class so that everyone will know precisely what to look for and how to give feedback to classmates.

COURSE EVALUATION:

You must complete all your assignments in order to pass this course.

GRADE PERCENTAGES:

- Attendance and Participation 15%
- First Presentation 15%
- Group Presentation 15%
- Weekly Journal 20%
- Final Presentation 15%
- Interview 20%

WEEKLY JOURNAL:

Ten journal submissions are required over the course of the semester. Please adhere to the following guidelines when writing each:

1) Each entry must be composed using word processing software and be **at least 300 words in a MLA-styled document** (I recommend Microsoft Word, since it's free to all UWG students). Students will upload journal entries to the appropriate assignment folder via Courseden. **I WILL NOT ACCEPT ANY ASSIGNMENTS VIA EMAIL. Courseden Assignment folders ONLY.**

2) Each entry must be in MLA Format, and include an MLA Header AND title, which indicates the journal entry number (Journal 1, Journal 2, etc)

3) In each entry, please describe a communication skill you learned in class the previous week, and how you applied it in your everyday interactions outside of class...also, you might want to discuss what worked for you and what you'll do

differently next time, as well as other relevant points you'd like to make. You may discuss different texts or class-based activities in these journals.

4) You must submit **TEN** journal entries during the semester

5) Note: the spirit of this assignment--namely, a method of regular, reflective learning and self-evaluation--prohibits writing journal entries weeks in advance.

6) I will only give credit for ONE journal entry per week, so please keep track of the number of entries you submit so that you can fulfill the ten-entry requirement by the last day to submit journals.

7) I welcome your candor in journal entries, and I never share anything you write with any other person inside or outside of class. I do ask, however, that whatever your comments, you maintain a tone of respect both for yourself, your classmates, and your teachers.

LATE WORK POLICY: I do not accept any late work (sorry). Being late with your class work hinders your own progress as well as that of your classmates, especially in a class of this nature. I define a "late assignment" as one that you have not given to me during class on the day the assignment is due.

Plagiarism and Excessive Collaboration Policy:

Plagiarism & Academic Honesty: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. (See also, Excessive Collaboration).

The University Policies for handling Academic Dishonesty are found in the following documents:

The Faculty Handbook, sections 207 and 208.0401

(<http://www.westga.edu/~vpaa/handrev/>); Student Undergraduate Catalog, "Academic Honor Code": (<http://www.westga.edu/undergrad/1762.htm>)

Excessive Collaboration: By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student's voice/style and original claims to course related work) is considered another form of academic dishonesty and therefore will not be permitted.

Disability Pledge: I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs,

temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall at 678-839-6428. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law. For more information, contact Disability Services. **If a student wishes to file with Disability Services, he/she should provide me with the documentation within the first two weeks of class.**

Title IX Reporting: Effective July 1, 2016, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any information concerning sexual assault, and we are not allowed to maintain the information in confidence with the student (the only exceptions being the Counseling Center, the clergy, and medical staff). You are encouraged to report any instances of sexual assault.

HB 280 (Campus Carry): UWG follows University System of Georgia (USG) guidance for this policy, which can be found [at this site](#). You may also visit the [designated university website](#) for help with USG guidance.

Office Consultations: An office consultation, whether it is conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very **specific** issues, i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc. **If an office consultation is scheduled to discuss a final grade on one of the out-of-class essays, you must wait 24 hours from the time I return the essay to you to meet with me. This will give you the opportunity to review my comments.** When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to "go over it." **(I will also NOT review/proofread entire drafts that are emailed to me. You MUST schedule an appointment during office hours).** This semester, I will have at least 3 hours in the Writing Center. **Any student wishing to meet with me during those 3 hours (TBA) must make an appointment in The Writing Center with Stephanie at the front desk.** In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down EXACTLY what concerns you, i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc. This will give us some guidelines during our consultation and help to generate discussion. Be aware that an email asking questions about an essay CANNOT replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very SPECIFIC question that does not require discussion. ****Please Note: The official email communication method will be through campus e-mail (Gmail). You are also NOT allowed to meet with me about an essay on the day it is due. All office consultations must occur prior to the essay due date.**

Another Note on Plagiarism: In addition to the University Policy, **students should be aware that if a student violates this policy and submits a work (ANY WORK) that is unoriginal/plagiarized, he/she may receive and “0” for the assignment and/or an “F” for the course at my discretion.** During the first few days of class, students will take a True/False Quiz over Plagiarism (answers will be reviewed and corrections allowed). At the end of the quiz, students will sign a contract which states that I have provided them with the University Policy, My Course Policy, and adequate information about plagiarism. Signatures will signify that students understand the penalties if said policies are violated. If a student submits a plagiarized assignment, in addition to receiving an “F” in the course (after the Withdrawal deadline), that student will also be reported to Academic Affairs and the Academic Dishonesty Council. **Academic dishonesty is not a joke. Plagiarism/cheating that goes without consequence devalues the education and degree that all students are pursuing. I want to read what YOU have to say.**

Syllabus: This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as will I. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class.

Tentative Schedule (Subject to Change)
ENGL 2050-02
MW 2:00

Note—Improv is important! Part of Self-staging is being comfortable with the unknown!

Week 1:

1/6—Syllabus; Introduction to the course, including syllabus, expectations and general premise that governs this class on staging the self
1/8— Continue with introductions

Week 2:

1/13—Staging thy self in email. The dos and don'ts of emailing in a professional environment
1/15— **Ted Talk**; Power-posturing and code-switching

Week 3:

1/20— **MLK Day; NO Class**
1/22— Getting a feel for the class; Improv

Week 4:

1/27— continue Improv; email me at amandas@westga.edu by 5:00 p.m. today and tell me one thing that excites you about this class and one thing that scares/worries/intimidates you about this class. Please use your new-found knowledge about email etiquette, as I will be grading the etiquette (and not your opinions, hopes, and/or fears). Please also include a hard copy as a journal entry.
1/29— Improv;

Week 5:

2/3— Improv;
2/5— Improv;

Week 6:

2/10— Improv; [Presentation 1](#)
2/12— Improv; First Presentation Schedule; [Student Presentation Evaluation Forms](#)

Week 7:

2/17—Let Loose!!
2/19— **Presentations!!**

Week 8:

2/24— **Presentations!!**
2/26—Presentations!! ****2/28 LAST DAY TO WITHDRAW WITH GRADE OF 'W'****

Week 9:

3/2—**Presentations!!**

3/4—Improv

Week 10:

3/9— Assign Groups for Presentation 2; reflections on first presentation as a class

3/11—Groups

Week 11:

SPRING BREAK NO CLASS 3/16—3/20

Week 12:

3/23— In-class time to work with Group Work

3/25—NO CLASS; Group Work—you may use the classroom!

Week 13:

3/30— Groups Presentations

4/1— *Finish Group Presentations: Interview prep

Week 14:

4/6—Job Interview Prep

4/8— Job Interview Prep

Week 15:

4/13—Job Interviews (No Full Class Meeting)

4/15—Job Interviews (No Full Class Meeting)

Week 16:

4/20—Final Exam prep

4/22—Final Exam

Grades will be submitted by Monday, May 11th by Noon.