

University of West Georgia
Spring 2017 Syllabus
Self-Staging: Oral Communication in Daily Life

Course-Section # THEA 2050-02
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Course Meets: 9:30am-10:45am Tues/Thurs, Pafford Room 112
Prerequisites: None
Text: *Speaking Your Way to the Top* by Marjorie Brody
ISBN: 978-0205268146

Course Description:

Self-Staging is an introduction to the performative basis of oral communications and self-presentation. The focus of this course is the variety of means by which we present self in professional venues. Self-Staging is by nature interdisciplinary; therefore, *presentation and performance with media, such as (but not limited or exclusive to) PowerPoint or Prezi is required.*

Course Learning Outcomes:

- To analyze the performative basis of identity in a range of settings and circumstances applicable to students' personal and professional goals
- To apply performance theory in creating practical individual identities and exploring others' performance of identity
- To develop the skills necessary to effectively communicate in a variety of situations and on a range of topics
- To gain a basic understanding of the art of both formal and informal presentations
- To develop leadership and collaborative skills necessary to communicating in groups
- To become active listeners who critically evaluate what they hear
- To effectively evaluate and develop methods of persuasion in presentation
- To develop communication and presentation skills necessary to meet changing career demands in the contemporary world
- ***To learn what the term professional means and all that it entails***

Core Learning Outcomes: This course fulfills all Core Area B learning outcomes.

University Policies:

Honor Code, Disability Services, Official E-mail, and other policies can be found at <https://www.westga.edu/UWGSyllabusPolicies/>

All policies discussed or referred to in this document are considered to be in force for this course. Students are required to review this document.

Accessibility and Learning Challenges:

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

Classroom Expectations:

- Attendance is required in order to do well in this class. You will find observing your peers to be extremely helpful in your learning.
- Students may not miss class the day they are scheduled to present, unless in the case of an extreme emergency. What constitutes an emergency? Examples are: a death in the family, serious illness that prevents you from attending class, and things out of your control, such as a car accident. Being called into work is NOT an emergency; it is a constant. For all absences, you must bring documentation (i.e. a doctor's note). If you are **late** on the day you are to present, ***you will receive half credit.***
- Cell phones are not permitted during class. If a student is using their cell phone (texting, checking email, social media, watching movies, etc.) during class, they will be asked to leave the class and will not receive participation points for that day.
- Late entry to class is not permitted unless discussed with instructor before designated class time. If you are late to class, you must wait outside before entering on days there are presentations. Latecomers will receive **half participation points**.
- If you are turning in a physical copy of an assignment, it must be turned in at the beginning of the class the day it is due. **No late work or email submissions will be accepted.** All other assignments must be uploaded into Course Den, where there is a time stamp.
- You are responsible for all work missed. Check the syllabus regularly to make sure you are up-to-date on all assignments.
- Do not do other work assignments for your other classes. You will be asked to leave the class if I see this.
- Disruptive behavior will not be tolerated. If, in the opinion of the responsible faculty member, a student becomes disruptive in class, faculty may exercise their judgment on how best to address the situation, be it by requiring the student to leave, calling Campus Police, or taking other steps deemed necessary for the safety and well-being of the class. Such action may affect the student's final grade and standing in the University.

Grading:

Attendance Points: 100 total possible points

You must be in class in order to receive these points.

Introductory Speech: 50 total possible points

You will give a brief introductory presentation on why you chose your college major. If you have not yet declared a major, present one you are contemplating. Speeches should be between 2:00-3:00 minutes in length. Students will be taped for the self-evaluation assignment.

Self-Evaluation and Goals: 50 total possible points

Students will write a self-evaluation based on the video of their introductory speeches. Some things to muse on to get you started: What habits would you like to break? How's your volume? Articulation? Posture? Body language? Eye contact? Do you use fillers, such as "um" "uh"? What are you doing well? Do you look professional? If you were watching your presentation, would you be engaged/interested? What would you like to improve? What are your **goals**?

Minimum two (2) full pages. ****Please do NOT write about watching yourself on camera. It is normal to feel awkward while watching yourself on film. To remedy this, I suggest you watch the video several times.* Please keep this document and refer to it often. You will do a mid-semester check in and a reflection at the end of the semester.

Rough Informative Speech Presentation: 50 points

Before the graded presentation of your informative speeches, you will give a *rough* presentation for feedback from the instructor. Visual aids are required. Students must use at least three (3) research sources in their presentation. Students will use the outline handed out in class. To be handed in on the day you present along with Works Cited (MLA format). Failure to hand in an outline & Works Cited will result in a zero for the presentation.

Informative Speech Presentation: 100 points

The goal of this presentation is to provide **new** information to your audience using effective public speaking and basic research. Visual aids are required. Students must use at least three (3) research sources in their presentation. Students will turn in an **updated** outline with their Works Cited (MLA format) at the time of the presentation. Speeches should be between 5-7 minutes in length. Failure to turn in outline and Works Cited will result in a zero for presentation.

Team Presentation: 100 points

To develop group dynamics in public speaking, students will put together a 20-25 minute research based presentation (Informative). Topics should be based on mutual interest from within the group, and have a direct impact on the audience of your peers. Each presenter will be responsible for a section of the presentation. Visual aids/technology required. This presentation must have at least five (5) research sources, which will be turned in on a single Works Cited (MLA format) page the day of the group's presentation. Each member of the Team will fill out Student Assessed Collaboration (SAC) sheets: See in Rubric Section.

Mid-semester check-in: 50 points

Refer to your original Self-Evaluation document: How's it going? What are you doing well? What still needs work? Have your goals changed? If so, why? Minimum one (1) full page.

Persuasive Speech: 100 points

The goal of this presentation is to persuade your audience to some form of action in order to resolve a problem that you see facing our society. You will describe a problem that faces your audience, analyze the effects, and propose a solution. You must use at least three (3) research sources in your presentation. Speeches should be between 5-7 minutes in length.

Outline of Persuasive Speech: 50 points

Along with outline, students will hand in at least three (3) Works Cited. To be handed in the day you present. Failure to turn in outline and works cited will result in a zero for the presentation.

Mock Internship Interview: 100 points

You will be interviewing for an internship that relates to your major. Interviews will take place in class and/or during my office hours.

Cover Letter: 100 points (QEP)

We will go over cover letters with Career Services. Rubric for cover letter to be handed out in class.

Reflection Paper: 100 points

Students will write a reflection on the skills they have acquired – including the presentations and interview process - throughout the semester. Students should also reflect on whether they reached their goals as stated at the top of the semester as well as the mid-semester check-in. **Minimum two (2) full pages.**

How I Calculate Grades

Final grades are based on a total point system. You will be able to view your individual grades throughout the semester in Course Den. There are 1000 total possible points, which is 100%.

Other Thoughts...

- This class requires out of classroom “rehearsal” for the Team Presentation. *If you are unable to make the time commitment, you should consider taking another course.*
- All assignments must be typed and follow MLA format. If you do not know what MLA format is, please speak with me, or search “Purdue OWL” online or, better yet, utilize the *University Writing Center (UWC)!!* The number is (678) 839-6513 and they are located

in Technology Learning Center (TLC) Room 1201. **College level writing is REQUIRED for all assignments.**

- Take advantage of my office hours! I want you to succeed in this course! If you are struggling with the course material, utilize my office hours early and often!
- Please be diligent regarding your work/grades. Your work in my class is your responsibility. Communication with me is vital to your success in this class. End of semester freak-outs will not be tolerated.
- Regarding email: The nature of this course is to prepare you to enter the professional workforce. Therefore, professional email etiquette is a must. Examples of professional/unprofessional email(s) are detailed in the Rubric section.
- Another word regarding email: I will respond to emails Monday through Friday from 9am – 5pm. In the case of Friday, the following Monday.

Class Schedule

Syllabus is subject to revision by the Instructor at any point during the semester

- **Week 1**

Tues 01/09

Introduction of Class & Discuss Syllabus

Homework: Read Chapters 1, 2, 3

Thurs 01/11

Discuss Types of Business Presentations, PAL, and Organization.

Homework: Read Chapters 10, 11, 12, 13

- **Week 2**

Tues 01/16

Discuss Delivery, The 3 V's, Platform Dynamics, and Stage Fright

Homework: Prepare Introductory Speeches

Thurs 01/18

Introductory Speeches Day 1

- **Week 3**

Tues 01/23

Introductory Speeches Day 2

Thurs 01/25

Discussion of Experience

Homework: Read Ch. 4, Bring in three (3) Informative Topics next class (01/30)

- **Week 4**

Tues 01/30

Discuss Informative Topics/options

Homework: Read Ch. 4, Bring in three (3) Informative Topics, Write Self-Evaluation – **Minimum two (2) full pages**; due 02/01. Upload to course den.

Thurs 02/01

DUE: Self-Evaluation

Mind/Body; Informative Speech Topic **Approved**; Outline for Informative Presentation handed out in class.

Homework: Read Ch. 8

- **Week 5**

Tues 02/06

Discussion of Visual Aids

Homework: Work On ***Introduction*** of Informative Presentation: Grabber, WIIFT, Source Credibility, Preview Statement

Homework: Re-read pages 30-33

Thurs 02/08

Presentations of Introductions: Grabber, WIIFT, Source Credibility & Preview Statement

Homework: Prepare Rough Presentation of Informative Speeches

- **Week 6**

Tues 02/13

Rough Presentation of Informative Speeches Day 1

Thurs 02/15

Rough Presentation of Informative Speeches Day 2

- **Week 7**

Tues 02/20

Rough Presentation of Informative Speeches Day 3

Thurs 02/22

Informative Speech Presentations Day 1 (same order)

- **Week 8**

Tues 02/27

Informative Speech Presentations Day 2 (same order)

Thurs 03/01

Informative Speech Presentations Day 3 (same order)

Homework: Read Chapter 7; **After** viewing the recorded presentation, write your mid-semester check-in, **due 03/08**; upload to Course Den.

- **Week 9**

Tues 03/06

Discuss Team Presentations

Homework: Meet with your Team for the Team Presentation

Thurs 03/08

DUE: Mid-semester check-in

Work Day/Team Presentation

- **Week 10**

Tues 03/13

Team Presentations Day 1

Thurs 03/15

Team Presentations Day 2

- **Week 11 → Spring Break**

- **Week 12**

Tues 03/27

Ms. Asia Anderson from Career Services will give a Resumes & Cover Letters presentation.

DO NOT MISS THIS CLASS.

Thurs 03/29

Discussion/Review of Resumes & Cover Letters. Introduce the Persuasive Presentation.

Homework: Create your resume *based off the criteria given from the Career Services presentation.*

DUE: Tuesday 04/03 on Course Den/Dropbox.

- **Week 13**

Tues 04/03

DUE: Resume

Ms. Asia Anderson from Career Services will give a Job/Internship Search presentation.

Homework: Find an internship you want to apply for, one that relates to your major/career, print it and hand in a physical copy **Tuesday 04/10**. Also, create a Cover Letter based off the posting and hand in a physical copy in class **Tuesday 04/10**. Sign-up for Mock Internship Interview.

Homework: Read chapter 5

Thurs 04/05

Discuss Persuasive Presentation Criteria

- **Week 14**

Tues 04/10

DUE: Job/internship posting and Cover letter for job/internship posting

****Resumes returned with feedback. **Bring updated/corrected resume to mock interview.**

Persuasive Presentation Criteria Reviewed

Thurs 04/12

Persuasive Presentations Day 1

- **Week 15**

Tues 04/17

Persuasive Presentations Day 2

Thurs 04/19

Persuasive Presentations Day 3

- **Week 16**

Tues 04/24

Mock internship/job interviews – to be held in class.

Thurs 04/26

Mock internship/job interviews – to be held in class.

- **Final – Thursday May 3rd 8am-10am**

Mock internship/job interviews – to be held in class.

DUE: Reflection paper Thursday May 10th @ 5pm

RUBRICS (also on Course Den)

Informative Presentation 100 points

		Good 4	Fair 3	Poor 2	Missing 0
Introduction	Attention Getting Strategy/Grabber				
	Presents him/herself in a professional manner				
	Previewed Body of Speech				
	WIIFT				
	What makes you a reliable source? i.e. Why should the				

	audience listen to you?				
Body	Information is organized and logical				
	“According to...” & cite your sources (3)				
	New information has been added				
	Language is accurate & clear				
	Information reflects a high level of research and a collegiate approach				
Conclusion					
	Conclusion is adequate in length & reinforces central idea				
	Conclusion includes a short anecdote or a reference to the beginning of the presentation (grabber)				
Delivery	Speech is not rushed				
	Audible				
	Articulated words clearly				
	Did not use fillers (Um, uh, like, etc)				
	Communicated enthusiasm for the topic				
	Maintained eye contact				
	Speech is within 5-7 minute time limit				
Other	Works Cited in MLA format				
	Works Cited Handed in on day of Presentation				
	Visual Aids enhanced presentation				
	Minimal Text in Presentation				
	Student is rehearsed/doesn't read from slides				

Team Presentation Rubric

(60 total possible points + SAC 40 total possible points = 100 total possible points)

		Good 3	Fair 2	Poor 1	Missing 0
Introduction	Attention Getting Strategy/Grabber				
	Presents him/herself in a professional manner				
	Previewed Body of Speech				
Body	Information is organized and logical				
	“According to…” & cite your sources (3)				
	Language is accurate & clear				
	Information reflects a high level of research and a collegiate approach				
Conclusion	Adequate in length and reinforces central idea				
	Conclusion includes a short anecdote or a reference to the beginning of the presentation/grabber				
Delivery	Speech is not rushed				
	Audible				
	Articulated words clearly				
	Communicated enthusiasm for the topic				
	Maintained eye contact				
Other	Speech is within 20-25 minute time limit				
	Works Cited (5) in MLA format & handed in on day of Presentation				
	Visual Aids enhanced presentation				

Team Work	Team is rehearsed				
	Team works well with one another				
	Executed Smooth Transitions				

Evidence of Collaboration/Student-Assessed (40 total possible points)

Your FULL Name: _____ Collaborator’s FULL Name: _____

Please consider the following statements as they relate to your presentation partners. Mark “Agree,” “Somewhat Agree,” or “Disagree” for each statement based on your experiences working with this collaborator on the Team Presentations. Agree = 4 points; Somewhat Agree = 2 points; Disagree = 0 points.

This collaborator was on time and prepared for meetings and rehearsals.

This collaborator completed work according to deadlines agreed upon by all members.

This collaborator was cooperative and exhibited a willingness to help other group members.

This collaborator was respectful throughout the group process.

This collaborator was consistently open and honest with his/her communication.

This collaborator communicated effectively in one-on-one and group interactions.

This collaborator exhibited flexibility and a willingness to compromise around his/her ideas.

This collaborator remained open-minded and did not exhibit blocking or aggressive behavior.

This collaborator made tangible contributions to the overall group presentation.

This collaborator worked effectively towards the group’s established goals for the project.

Total Points Earned: _____ (please do the addition)

Additional clarifying comments may be added below.

*(The student-assessed evidence of collaboration sheets are due the day **after** you present. If you presented on Tuesday, these are due Wednesday by 5pm. If you presented on Thursday, these are due Friday by 5pm. Please take into consideration the rehearsal process as well as the actual presentation when assessing one another. Please upload these on Course Den in one PDF file)*

Persuasive Presentation – 100 points

		Good 4	Fair 2	Poor 1	Missing 0
Introduction	Attention Getting Strategy/Grabber				
	What makes you a reliable source? i.e. Why should the audience listen to you?				
	WIIFT?				

	Preview Main Points (aka your “thesis”); the “map” of your presentation				
Body	Information is organized and logical				
	“According to...” & cite your sources (3)				
	Language is accurate & clear				
	Information reflects a high level of research and a collegiate approach				
Conclusion	Conclusion includes a short anecdote or a reference to the grabber				
	Conclusion is adequate in length & reinforces central idea				
Delivery	Speech is not rushed				
	Audible/Articulated words clearly				
	Communicated enthusiasm for the topic				
	Maintained eye contact				
	No fillers (“um” ‘uh” “like” “you know”); no distracting mannerisms				
Other Criteria	Visual Aids enhanced presentation				
	Student is rehearsed/doesn’t read from slides				
	Problem is topical/current				
	Presents him/herself in a professional manner				
	Speech is within 5-7 minute time limit				
Persuasive?		5	3	1	0
	Topic is controversial/unexpected				
	Type of Presentation (Prop/Proof) is easily identifiable				
	Successful in persuading audience/concrete action taken				
	Call to Action is addressed				

Mock Internship Interview Evaluation Sheet/Rubric
(100 total possible points)

Promptness (10pts) _____

- Was the interviewee on time?

If so, then the interview proceeds. If not, then the interview does not proceed and student fails assignment.

Dress (10pts) _____

- Is interviewee dressed professionally and appropriately?
- Is the interviewee free of heavy perfume/cologne?

Knowledge of the Company and position (20pts) _____

- Does interviewee answer content of each question clearly?
- Does interviewee “sell” their skills?
- Is interviewee prepared and knowledgeable about the position they are applying for?
- Does interviewee reference items on their resume?

General attitude during the interview (12 pts) _____

- Does the interviewee appear confident and poised?
- Does interviewee maintain good posture?
- Does interviewee make eye contact with the interviewer?
- Does the interviewee give an appropriate handshake before and after interview?
- Does interviewee come across as someone who can work well with others?
- Does interviewee avoid distracting mannerisms, phrases? (“ums”, tapping, hair twirling, etc.)

Follow-up questions (6pts) _____

- Interviewee had at least three questions to ask about the company and position.

Resume (30pts) _____

- Is resume professional and neat?
- Is resume free of grammatical and spelling errors?
- Does the header mirror the cover letter?
- Same font as cover letter?
- The Layout follows UWG’s format: Header, Profile/Summary, Education, Professional Experience, Relevant Courses, Volunteer/Special Projects, Awards, Professional Affiliations, Technical Skills

Meeting deadlines (12pts) _____

- Handed in internship posting along with cover letter (date TBA)
- Handed in updated resume on the day of the job interview

Email Etiquette

Professional Email:

Dear Miss Christine or Dear Ms. Fuchs or Dear Professor Fuchs,

I was not in class Tuesday or Thursday last week due to illness. I have the documentation required to excuse my absences. May I sign up via email for my presentation?

Thank you for your time.

Sincerely,
Your Name

Unprofessional Email:

is there any way i could do my presentation over , I have really been under the weather and in and out of the ER all this week and today i barely made it to class bc of it. I also wasn't able to concentrate as well as I could either.