

THEA2050-08 Self Staging Fall 2018

Instructor Information

Instructor: Christine Fuchs
Class Meeting: M/W 9:30am-10:45am
Classroom: Pafford Room 308
Office Location: Martha Munro

Office Hours: M/W 2-5pm; T/Th 3:30-5:30pm
Office Phone: 678.839.1859
Westga email: Cfuchs@westga.edu

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

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counseling@westga.edu

Course Information

Course Description

An introduction to the performative basis of oral communication and self-presentation.

Texts, Readings, Instructional Resources, and References

Required Text *Speaking Your Way to the Top* by Marjorie Brody
ISBN: 978-0205268146

Course Objectives and 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 develop communication and presentation skills necessary to meet changing career demands in the contemporary world

Assignments

Assignment name	Description	Due Date	Points
Attendance	You must be in class in order to receive these points.		100
Introductory Presentation	You will give a brief introductory presentation on why you chose your college major and what you wish to do with it once you graduate (i.e. – what career you wish to pursue). If you have not yet declared a major, present one you are contemplating. Speeches should be between 2:30-3:00 minutes in length. Students will be taped for the self-evaluation assignment	Monday 8/27 & Wednesday 8/29	50
Self-Evaluation & Goals	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 600 words. Must be typed, in MLA format. No pdf's or Pages documents accepted. Word documents only. <i>***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</i>	Wednesday 9/05	50

Assignment name	Description	Due Date	Points
	a final reflection at the end of the semester.		
Rough Presentation	You will give a rough presentation utilizing RESEARCH for feedback from the instructor. Visual aids are required . Students must use at least three (3) research sources in their presentation. Students will use an Outline handed out in class and/or uploaded to Course Den. The Outline must be typed and handed in on the day you present, along with your Works Cited (MLA format - typed). <u>Failure to hand in both Outline & Works Cited will result in a zero for the presentation.</u>	Wednesday 9/19 or Monday 9/24 or Wednesday 9/26	50
Rough Informative Outline	To be handed out in class and uploaded to course den	Due the day you present	15
Rough Informative Works Cited	MLA format	Due the day you present	10
Final Informative	The goal of this presentation is to provide new information to your audience in addition to what you already presented during your rough presentation. Visual aids are required . Students must use at least three (5) research sources in their presentation. Students will turn in an updated (and typed) Outline with their Works Cited (MLA format - typed) at the time of the presentation. Speeches should be between 5-7	Monday 10/01 or Wednesday 10/03 or Monday 10/08 (same order as Rough Informative)	50

Assignment name	Description	Due Date	Points
	minutes in length. <u>Failure to turn in both Outline and Works Cited will result in a zero for presentation.</u>		
Informative Outline	To be handed out in class and uploaded to course den	Due the day you present	25
Informative Works Cited	MLA format	Due the day you present	25
Team Presentations	<p>To develop group dynamics in presenting, 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.</p> <ul style="list-style-type: none"> • Team Presentation: 50 points • Works Cited: 20 points • SAC: 30 points <p><u>Failure to hand in Works Cited and SAC's will result in a zero for the presentation.</u></p>	Monday 10/12 or Wednesday 10/24	100

Assignment name	Description	Due Date	Points
Rehearsal Reports	Each student is required to have a rehearsal “buddy” (Someone from class ONLY). Each student will write a rehearsal report for the <i>Final Informative</i> and <i>Job Fair Pitch</i> . 25 points each. MLA, typed, Word document only (pdf/pages not accepted), uploaded to Course Den. Minimum 250 words.	Wednesday 10/10 And Monday 11/12	50 points
Mid-semester check in	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 300 words. Must be typed, in MLA format. No pdf’s or Pages documents accepted. Word documents only.	Monday 10/15	50 points
Career Fair Pitches	1:30-2:00 minutes	Monday 11/12 or Wednesday 11/14	100
Mock Internship Interview	You will be interviewing for an internship that relates to your major. Interviews will take place in class and/or during my office hours. In order to secure a spot for your interview, you must sign up for a time slot, complete a resume and cover letter. <u>Failure to complete all the necessary steps in securing an interview will result in a zero for the interview, resume and cover letter.</u>	Mock Interviews take place in our classroom during class time in Pafford Room 308. 11/28, 12/03, 12/05. Note the time change on 12/12: 8-10am	100

Assignment name	Description	Due Date	Points
Resume	Career Services Presentation – (Monday 10/29)	Monday 11/05	50
Cover Letter	Career Services Presentation – (Monday 10/29)	Monday 11/12	100
Final Reflection paper	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 600 words. Must be typed, in MLA format. No pdf's or Pages documents accepted. Word documents only.	Friday, December 14 th by 5pm EST	75
TOTAL	--	--	1000

Grading Information and Policy

Grading structure and point scale

90 - 100	A
80 – 89	B
70 - 79	C
60 - 69	D
0-50	F

Final grades are based on a total point system. You will be able to view your individual grades throughout the semester in Course Den.

Grading Rubrics

Informative Presentation 50 points

		2	1	0
Introduction	Attention Getting Strategy/Grabber			
	WIIFT			
	What makes you a reliable source? i.e. What makes you the expert?			
	Previewed Body of Speech (2-3 points – what you will be discussing in the Body)			
Body	Information is organized			
	“According to...” & cite your sources (minimum 3)			
	Transitions are clear			
	Information is substantial, reflects a high level of research and collegiate approach			
Conclusion	“Take away”/Summary of most important aspect of speech			
	Goes back to grabber/reinforces central idea/memorable statement			
Delivery	Speech is not rushed			
	Audible			
	Articulated words clearly			
	Did not use fillers			
	Communicated enthusiasm for the topic			
	Maintained eye contact with audience			
Other	Visual Aids enhanced presentation			
	Professionally dressed?			
	Presents self in a professional manner?			
	Student is rehearsed/doesn't read from slides			
		10		0
	Speech is within 5-7 minute time limit			

Team Presentation Rubric

(50 possible points + SAC (30) + Works Cited (20) = 100 total possible points)

		2	1	0
Introduction	Attention Getting Strategy/Grabber			
	WIIFT? Must specifically impact the audience			
	Previewed Body of Speech (3-4 points team will present)			
Body	Information is organized and logical			
	“According to...” & cite your sources (5)			
	Information is substantial			
	Information reflects a high level of research and a collegiate approach			
Conclusion	“Take Away”/Summary of most important aspects of speech			
	Goes back to grabber/reinforces central ideas/memorable statement			
Delivery	Speech is not rushed			
	Presents self in a professional manner			
	Articulated words clearly/Audible			
	Did not use fillers			
	Communicated enthusiasm for the topic			
	Maintained eye contact			
Team Work	Team is rehearsed			
	Team works well with one another			
	Executed Smooth Transitions			
Other	Visual Aids enhanced presentation			
	Entire Team is professionally dressed			
		10		0
	Speech is within 20-25 minute time limit			

Evidence of Collaboration/Student-Assessed (30 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 = 3 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.

**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 (15pts) _____

- Is interviewee dressed professionally and appropriately? (10)
- Is the interviewee free of heavy perfume/cologne? (5)

Knowledge of the Company and position (15pts) _____

- Does interviewee "sell" their skills for the position?
- Is interviewee prepared and knowledgeable about the position they are applying for?
- Does interviewee reference items on their resume?

General attitude during the interview (30 pts) _____

- Does the interviewee appear confident and poised? (4)
- Does interviewee make eye contact with the interviewer? (4)
- Does the interviewee give an appropriate handshake before interview? (5)
- Does the interviewee give an appropriate handshake after interview? (5)
- Does interviewee come across as someone who can work well with others? (4)
- Does the interviewee give straightforward responses? (4)
- Does interviewee avoid distracting mannerisms, phrases? ("ums", tapping, hair twirling, etc.) (4)

Follow-up questions (15pts) _____

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

All deadlines met (15pts) _____

- Handed in internship posting along with cover letter
- Handed in updated resume on the day of the interview
- Signed up for interview on 11/05

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. Note that I will enforce this policy.

Class Schedule Information

Syllabus and/or Course Schedule is subject to revision by the Instructor at any point during the semester

- WEEK 1

Wed 8/15

Introduction of Class & Discuss Syllabus

Homework: Read Chapters 3, 11, 12, 13

- WEEK 2

Mon 8/20

Discussion of chapters read

Homework: Watch Ted Talk

Wed 8/22

Discuss Ted Talk

Homework: Prepare Introductory Speeches

- WEEK 3

Mon 8/27

Introductory Speeches Day 1

Wed 8/29

Introductory Speeches Day 2

Homework: Read Ch. 4; Bring in three (3) Informative Topics for class on 9/05 (see Course Den for banned topics); Write Self-Evaluation, **MLA, typed, Word doc only, Minimum 600 words; due 9/05. Upload to Course Den.**

- WEEK 4

Mon 9/03

Labor Day – No class

Wed 9/05

Self-Evaluation DUE

Discussion of Experience. Present topics for approval. Assign rehearsal buddy.

Homework: Begin your research. Outline handed out in class.

- WEEK 5

Mon 9/10

Informative Speech Topic **Approved**; Order given for Rough Informative.

Homework: Read Ch. 8

Wed 9/12

Discussion of Visual Aids

Homework: Begin your Visual Aids research.

- WEEK 6

Mon 9/17

Review

Homework: Work with rehearsal buddy in preparation for Final Presentation of Informative Speeches; Re-read pages 30-33. Rehearsal Report due 10/10. **Minimum 250 words, MLA format, typed, Word doc only; upload to Course Den.**

Wed 9/19

Rough Presentation of Informative Speeches Day 1

Homework: Work with rehearsal buddy in preparation for Final Presentation of Informative Speeches.

- WEEK 7

Mon 9/24

Rough Presentation of Informative Speeches Day 2

Homework: Work with rehearsal buddy in preparation for Final Presentation of Informative Speeches.

Wed 9/26

Rough Presentation of Informative Speeches Day 3

Homework: Work with rehearsal buddy in preparation for Final Presentation of Informative Speeches.

- WEEK 8

Mon 10/01

Informative Speech Presentations Day 1 (same order)

Wed 10/03

Informative Speech Presentations Day 2 (same order)

- WEEK 9

Mon 10/08

Informative Speech Presentations Day 3 (same order)

Wed 10/10

DUE: Rehearsal report in preparation for Final Informative

Discussion of experience. Teams assigned. Discussion of Team Presentation expectations.

Homework: Write your mid-semester check-in, **Minimum 300 words, MLA format, typed, Word doc only; due 10/15;** upload to Course Den.

- WEEK 10

Mon 10/15

DUE: Mid-semester check-in

Discuss Team Presentation

Homework: Meet with your Team for the Team Presentation

Wed 10/17
Work Day/Team Presentation

- WEEK 11

Mon 10/22
Team Presentations Day 1

Wed 10/24
Team Presentations Day 2

- WEEK 12

Mon 10/29
Career Services will give a Resume & Cover Letter presentation.
DO NOT MISS THIS CLASS.

Wed 10/31
Discussion/Review of Resume & Cover Letter. Introduce Career Fair Pitch.
Homework: Create your resume *based off the criteria given from the Career Services presentation*. **Resume due Monday 11/05** on Course Den/Dropbox.

- WEEK 13

Mon 11/05
DUE: Resume
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 **Monday 11/12**. Also, create a Cover Letter based off the posting and hand in a physical copy in class **Monday 11/12**. Sign-up for Mock Internship Interview.

Wed 11/07
Review criteria for Career Fair Pitch.
Homework: Rehearse with rehearsal buddy for Job Fair Pitch. **Minimum 250 words, MLA format, typed, Word doc only, upload to Course Den.**
Homework: Prepare Career Fair Pitch – present on 11/12

- WEEK 14

Mon 11/12
DUE: Rehearsal Report
Career Fair Pitches
DUE: Job/internship posting and Cover letter for job/internship posting
***Resumes returned with feedback. **Bring updated/corrected resume to mock interview.*

Wed 11/14
Career Fair Pitches

- WEEK 15

11/19- 11/23: Thanksgiving Break

- WEEK 16

Mon 11/26

Discussion of Mock Interview criteria

Wed 11/28

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

- WEEK 17

Mon 12/03

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

Wed 12/05

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

- “Final” – Wednesday December 12, 8-10am

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

DUE: Reflection paper Friday, December 14th @ 5pm

****Note:** All times are EST. Dates may change at the instructor’s discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in **bold**.

Late work policy:

I do not accept or grade late work. Exceptions are made if you have an **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. **Documentation is required in order to make up any assignments/exams/quizzes missed** (example: doctor’s note). Being called into work is NOT an emergency; it is a constant.

***Athletes and members of UGA Student Organizations: Documentation regarding missing classes due to games, special events and award ceremonies is required from your advisor. Please get this to me as soon as possible.*

Expectations of Students

Course Structure:

- 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 may still present, but you will receive a grade of zero.**
- Students are expected to remain in class the **entire duration** of class. Should you leave class early, you will not receive attendance points for that day.

- If you must leave class early, you are required to email me prior to the beginning of class. Failure to do so, and you still leave class early, will result in a zero for attendance points that day.
- **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.
 - If you have an emergency which requires you to be accessible by phone, inform me before class begins (email before class time, if applicable). You can excuse yourself from the class to take a call in this instance.
- Late entry to class is not permitted unless discussed with instructor **before** designated class time. If you are late, don't bother coming in.
- 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.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. I will take attendance every day.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability Services/counseling/accessibility-services.php**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>