



Self-Staging: Oral Communication in Daily Life

THEA 2050-01,02,03; Fall 2017

Department of Theatre

College of Arts and Humanities

Instructor: Jenni McCarthy, M.F.A.

Office: Old Auditorium, Rm. 201

Office Hours: Mon; 9:30-11:00am, 12:00-4:00pm, Tues/Thurs; 3:30-5:00pm, Wed; 9:30-11:00am

Email: jmccarth@westga.edu (Put "THEA 2050-01" as subject line)

THEA 2050 Course Description (3 Credits):

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

Core Area B Learning Outcomes:

- Adapt written and oral communication to specific rhetorical purposes and audiences
- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose

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

Required Reading:

1. Cuddy, Amy. *Presence: Bringing Your Boldest Self to your Biggest Challenges*. New York: Little, Brown and Company, 2015. Print.
2. Quillen, Dan. *Your First Job: The Recent Grad's Indispensable Guide to Getting a Job*. Cold Spring Press, 2015. Print

*Students need not purchase these texts for the course. All readings will be available via CourseDen. Required article readings will also be given out periodically throughout the semester.

Student Responsibilities:

- Attendance is essential in order to do well in this class. Absence from class on a scheduled presentation day will result in failure of the assignment, unless in the case of an extreme emergency.
 - For a medical absence, you must bring a signed note from the doctor.
- Cell phones are not permitted during class. If a student is seen with their cell phone in hand during class, they will be asked to leave the class IMMEDIATELY. On presentation days, students seen with cell phones will receive a zero for their presentation grade.
 - 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. Classroom door will close promptly at 12:30 and students will not be allowed to enter the classroom.
- All assigned work must be turned in at the beginning of the class the day it is due or in the designated Dropbox on CourseDen. No late work or email submissions will be accepted.
- You are responsible for all work that you may have missed. Check the syllabus regularly to make sure you are up-to-date on all assignments.
- Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. If a student is caught being academically dishonest, they will fail the assignment. If the student repeats the behavior, they are subject to immediate failure of the course. Please see the Honor Code at the end of this syllabus for more information.
- 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.
- If you are struggling with the course material, utilize my office hours early and often. They are there to help you succeed.

Course Itinerary:

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

Unit 1: Know Thyself- 15% of Final Grade

- Elevator Pitch Assignment- 15 points
 - Students will give a formal “Elevator Pitch” in front of their peers describing their best attributes and what they bring to the table. Pitches should be between 1:30-2:30 minutes in length. Students will be video-recorded for evaluation purposes.
- Sentiment of the Staircase Assignment- 25 points
 - Directly following the Elevator Pitch, before viewing their videos, students will write a Sentiment of the Staircase statement, or “What I should have said was...” Students will bring these statements to class to share.
- Body Language Evaluation- 25 points
 - Students will view their Elevator Pitch videos and evaluate Body Language cues exhibited in the video. Students will evaluate what their body language conveys to their audience.

Unit 2: Know Your Network- 20% of Final Grade

- Role Model Presentation- 50 points
 - Students will give a formal presentation on their Mentor/Role Model who inspired them to pursue their career choice or to attend college. Presentations should be within 5:00-7:00 minutes in length and utilize some form of Multimedia.
- References List- 15 points
 - Students will identify three to five professional references that they can use to help them with their career, or use as a reference for a job interview. Students should write a written response for each reference stating why they would include them in this list.
- Group Presentation- 100 points
 - Students will be divided into groups based on declared major or career objectives. Students will create a presentation outlining resources utilized by professionals in their field. Presentations should be within 15:00-20:00 minutes in length, with each group member contributing equal presentation time. Students must utilize a singular powerpoint presentation. Students will be graded on the presentation and on their participation in the preparation process by group members.

Unit 3: Know your Strengths- 25% of Final Grade

- Job Descriptions- 25 points
 - Students will bring in three job/internship descriptions that they could apply for right now in their field. Students will write a short description of how their skills match the job description.
- Resume- 50 points

- Students will turn in a first draft of a professional resume, targeting one of their job descriptions they have already turned in. Students will receive feedback and will turn in a second draft on the day of their mock interview.
- Cover Letter- 50 points
 - Students will turn in a first draft of a professional cover letter, targeting one of their job descriptions they have already turned in. Students will receive feedback and will turn in a second draft on the day of their mock interview. The final draft of students' cover letter will be used as their QEP assessment for this course.

Unit 4: Get the Job- 30 % of Final Grade

- Practice Interview Questions- 25 points
 - Students will write out written responses to six typical interview questions following the S.T.A.R. method discussed in class. Students will receive feedback on appropriate examples, skills used in these responses. STUDENTS SHOULD NOT MEMORIZE THESE WRITTEN RESPONSES FOR THEIR INTERVIEW.
- Elevator Pitch Take Two- 75 points
 - Students will give a revised presentation of their Elevator Pitch from Unit 1. Students will be graded on improvement of content, presentation, and professionalism.
- Mock Interview- 150 points
 - Students will conduct a Mock Interview with Professor McCarthy based on the job description used for their resume and cover letter. Students will turn in a revised draft of their resume/cover letter at this interview. Students will be graded on professionalism during the entire interview process, conduct during the interview, social media professionalism, and interview follow-up. Students will complete in In-Class Short Essay response reflecting on their Mock Interview performance during the course's Final Exam period.
- Final Exam- 100 points
 - Students will complete an In-Class Short Essay response reflecting on their progress with goals set at the beginning of the semester and their Mock Interview Performance.

Ongoing Grading Consideration- 10% of Final Grade

- Participation- 28 points
 - Students will be graded based on in-class discussion of assigned readings, willingness to participate, and preparedness for class throughout the semester. Students must participate in at least half of class sessions throughout the semester, and will receive **extra credit** for participation beyond the minimum requirement.

Extra Credit:

- Participation in a Job/Internship Fair- 30 points
 - Throughout the semester, students may attend a job/internship fair held on the UWG campus for extra credit. Students must write a short reflection on what the experience was like and the knowledge they gained.
- Creation of LinkedIn Profile- 25 points

- Students may create a professional, thorough linked in profile for extra credit. Students will receive this credit when they have created the profile, and connected with 15 individuals. Students must send Professor McCarthy the link to their profile to receive this credit.

NO OTHER EXTRA CREDIT WILL BE OFFERED THROUGHOUT THE SEMESTER. THESE ARE YOUR ONLY OPPORTUNITIES, SO TAKE ADVANTAGE!

Basis for Evaluation:

Unit 1: Know Thyself	15%
Unit 2: Know Your Network	20%
Unit 3: Know Your Strengths	25%
Unit 4: Get the Job	30%
Participation	10%
Total	100%

Grading Scale:

100-90, A; 89-80, B; 79-70, C; 69-60, D; 60 and below, F

“A” Work- Outstanding

Continuously goes above and beyond written requirements of the assignment in order to improve and grow as a young professional. Creativity, willingness in classwork, and an excellent attitude toward the work are visible in every class. True mastery of the material.

“B” Work- Above Average

Achieves all aspects of the assignment and demonstrates some extra effort in terms of growth. Some creativity, willingness in classwork, and an admirable attitude toward the work are visible in most classes. Still has room for improvement or growth.

“C” Work- Average

Assignments are completed exactly as assigned. Little evidence of growth or creativity in the work.

“D” Work- Below Average

Below average completion of aspects of the assignment. Failure to follow instructions, inability to incorporate adjustments and constructive criticism, and little to no evidence of growth or creativity.

“F” Work- Unacceptable

Unacceptable work; does not follow the direction of the assignment. Resistance to adjustments and constructive criticism and a hostile attitude toward the work are deemed unacceptable by the instructor.

Weekly Schedule:

Schedule subject to revision by instructor at any point in the semester.

Week One

Thurs. Aug. 10th- Introduction, Syllabus Review, Elevator Pitch For next class: Presence; Ch. 1: What is Presence?

*Open Drop Ends Aug. 11th at 4:00pm

Week Two

Tues. Aug. 15th- Presence and First Impressions For next class: Elevator Pitch Presentation

Thurs. Aug. 17th- **Elevator Pitch Day One**

Week Three

Tues. Aug. 22nd- **Elevator Pitch Day Two** For next class: Sentiment of the Staircase Assignment

Thurs. Aug. 24th- Sentiment of the Staircase DUE For next class: Presence; Ch. 9: How to Pose for Presence & Body Language Guide

Week Four

Tues. Aug. 29th- Body Language and Power Posing For next class: Body Language Evaluation Due

Thurs. Aug. 31st- Formal Presentations: Structure; Body Language Evaluation DUE For next class: Introduction for Role Model Presentation on notecard

Week Five

Tues. Sept. 5th- Formal Presentations: Multimedia For next class: Role Model Presentation DUE

Thurs. Sept. 7th- **Role Model Presentation Day One**

Week Six

Tues. Sept. 12th- **Role Model Presentation Day Two**

Thurs. Sept. 14th- **Role Model Presentation Day Three** For next class: How to be a Bawse: Know the Game

Week Seven

Tues. Sept. 19th- Collaboration and Group Dynamics For next class: Be prepared to work in small groups; References List DUE

Thurs. Sept. 21st- Group Presentation Work Day; References List DUE

Week Eight

Tues. Sept. 26th- Group Presentation Work Day For next class: Group Presentations DUE

Thurs. Sept. 28th- **Group Presentations Day One**

Week Nine

Tues. Oct. 3rd- **Group Presentations Day Two** For next class: Job Descriptions DUE

Thurs. Oct. 5th- **FALL BREAK; NO CLASSES**

Week Ten

Tues. Oct. 10th- Job Descriptions DUE For next class: Your First Job; Ch. 7: Your Resume

Thurs. Oct. 12th- Tailoring Your Resume For next class: First draft of professional summary

Week Eleven

Tues. Oct. 17th- Writing Accomplishment Statements/Professional Summary For next class:
Resume DUE; *Your First Job; Ch. 9: Cover Letters*

Thurs. Oct. 19th- Resume DUE; Cover Letter Structure and Etiquette For next class: *Your First Job; Ch. 11: Social Networking*

Week Twelve

Tues. Oct. 24th- Social Networking For next class: Cover Letters DUE, *Your First Job; Ch. 13: Before the Interview*, bring in research about your company

Thurs. Oct. 26th- Cover Letters DUE, Preparing for the interview

Week Thirteen

Tues. Oct. 31st- S.T.A.R.- Effectively Answering Interview Questions For next class: Practice Interview Questions DUE, *Your First Job; Ch. 14: The Interview*

Thurs. Nov. 2nd- Practice Interview Questions DUE; The First 20, Handshakes For next class: Elevator Pitch Take Two

Week Fourteen

Tues. Nov. 7th- **Elevator Pitch Take Two Day One**

Thurs. Nov. 9th- **Elevator Pitch Take Two Day Two**

Week Fifteen

Tues. Nov. 14th- **Mock Interview Day 1**

Thurs. Nov. 16th- **Mock Interview Day 2**

November 20th-24th: **THANKSGIVING RECESS; NO CLASSES**

Week Sixteen

Tues. Nov. 28th-**Mock Interview Day 3**

Thurs. Nov. 30th- **Mock Interview Day 4**

Final Exam:

Thursday, Dec. 7, 11:00-1:00 pm

University Policies:

QEP

This is a QEP Course.

Clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That's one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP—UWG's Quality Enhancement Plan—know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at <http://www.westga.edu/qep/>

ACADEMIC SUPPORT

Accessibility Services: 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. For more information, please contact Accessibility Services.

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion

depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

CREDIT HOUR POLICY

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).