

THEA 2050-04 and 05 Self-Staging: Oral Communication in Daily Life

Instructor: Joseph Monaghan
Classroom-Martha Munro 111
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Office Hours:

Class: T/R 9:30(sec 04) 11:00 (sec 05)
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Required Materials:

Speaking Your Way To The Top; Making Powerful Business Presentations by Marjorie Brody

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 personal and professional venues. Self-Staging is by nature interdisciplinary; therefore, presentation and performance with media such as (but not limited or exclusive to) PowerPoint 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

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

University Policies including Honor Code, Disability Services, Official E-mail, and other policies can be found at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

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.

Any student wishing to make audio recordings of this course for study purposes must print, fill out and submit the appropriate form to me PRIOR to making any recordings.

http://www.westga.edu/assetsSA/counseling/Recording_Lecture_Agreement.pdf

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.

Student Responsibilities:

Students are required to be on time for class and to stay for the entire class period.

Any student who develops a chronic lateness problem will be warned, and after such a warning, lateness will count as an absence, which has implications for your final grade as outlined later in this syllabus.

Turn off your cell phone for the duration of class. Any student seen with their phone in their hand for ANY REASON once class has begun will be removed from class for the day.

If you have an emergency situation which requires you to keep your phone on, you must inform the instructor prior to class beginning.

Be a courteous listener and present your ideas in a way that shows respect for your colleagues.

Be attentive and participate.

Disruptive or disrespectful behavior including sleeping, talking when someone else is talking, using your computer for purposes other than taking notes, doing work for another class, or other behavior deemed problematic by the instructor will be grounds for you to be dismissed from class for the day. Repeat offenders will face harsher sanctions.

Catch up on missed materials if you miss class.

Keep copies of all of your work. File any returned work in a safe place.

Check this syllabus for the answer to any questions about the course before asking me

Attendance:

Since this is a largely performance-based class, much of the benefit you will gain from enrollment will be received in the classroom. Therefore, attendance is crucial to your success. You may miss 2 classes unexcused without penalty. Your Third Unexcused absence will result in a 5 point deduction from your final grade. Each subsequent Unexcused absence will result in a 10 point deduction from your final grade.

Ex. Student has 4 total unexcused absences: the student receives a 15 point deduction from their final grade.

Students missing class due to Illness need to bring a Doctor’s Note or other medical paperwork to class **THE DAY THEY RETURN TO CLASS.** Students missing class due to being called into court must present some official paperwork either before the date of absence or **THE DAY THEY RETURN TO CLASS.** Students missing class for any other reason should discuss their absence with the instructor either prior to missing class or **THE DAY THEY RETURN TO CLASS.** Failure to follow these guidelines will result in the absences remaining un-excused.

On the days marked Job Interview in the syllabus, only those being interviewed should come to class, and they should only come for their assigned interview slot. Those not scheduled for interviews should use that time to work ahead on their next assignments.

Days on which you are scheduled to speak or participate in class projects: *Do not miss one of these days.* Missing a day on which you are scheduled to present without documentation of a justified absence will result in your receiving a 0 for that presentation without the opportunity to make up the work.

On Presentation days, if you are not scheduled to speak, you are still required to attend class.

Grading Breakdown:

Speech Critiques (2 at 10 Points Each)	20 Points
Introductory Speech	15 points
Outline and Introduction preparation	5 points
Rough Presentation of Informative	5 points
Informative Speech	30 points
Group Academic Presentation	40 points
Mock Job Interview	40 points
Persuasive Speech	45 points
Total: 200 points	

Grading Scale:

200-180 = A	179-160 = B	159-140 = C	139-120 = D	119 or lower F
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There will be NO EXTRA CREDIT offered in this course

Written Components:

Speech Critiques: (20 Points): 2 @ 10 Points Each- For both your Introductory Speech and your Persuasive Speech Presentations, you will be videotaped. Based on those videos, you will turn in two written speech critiques over the course of the semester.

Critiques must address three areas; what you feel you did well in your presentation, what you feel needs improvement, and how you intend to improve on those areas. Critiques should be clearly thought out and carefully written. This is an academic writing assignment and should be treated as such.

Combined Component:

Outline and Introduction Preparation (5 points). In preparation for your Informative presentation, each student will have to bring to class and show their outline for their presentation and a draft of their introduction to that presentation.

Resume and Cover Letter (graded as part of the Job Interview Project). Students will prepare a Cover Letter and Resume suitable for applying for the job advertised as part of the Job Interview Project. The Cover Letter will also be assessed as part of the University's QEP.

Self-Stagings:

Introductory Speech (15 points, 1:30-3 minutes): Students will give a brief introductory speech that will serve as a baseline for the instructor's evaluation of your progress throughout the semester. More details will be provided during class.

Informative Speech Rough Presentation (5 points). In the week before the Informative Presentations are made for their final grade, each student will present a rough draft of their presentation for feedback from the teacher.

Informative Speech Presentation (30 points, 5-7 minutes):The goal of this project is to develop the research skills and to effectively relay information to an audience. This presentation is focused on your recently developed skills on general public speaking along with the addition of the basics of research. Visual aids are required. This presentation must utilize at least 3 research sources. Students must submit a printed out Works Cited page at the time they make their presentation. More details will be provided during class.

Group Academic Presentation (40 points, 20-25 minutes). To develop skills of working in a collaborative process, students will be grouped into teams of 4-5 individuals. They will choose a topic and make a 20-25 minute research-based presentation designed to inform the audience about a new process, product, or idea that has a direct impact on their fellow audience. Each presenter will be responsible for a portion of the presentation/program. Visual aids and technology will be a key component of these presentations. This presentation must utilize at least 4 research sources. Each group must submit a single, printed out Works Cited page for the group at the time they make their presentation. More details will be provided during class.

Mock Job Interview (40 points, 10-15 minutes): As one of the practical applications of self-staging, you will undergo a mock job interview. Students will interview for a position based on an advertisement provided by the instructor. You will be evaluated on your resume, cover letter, and your performance during the interview process. More details will be provided during class.

Persuasive Speech (45 points, 5-7 minutes): Persuasive speeches/ presentations will consist of a 5-7 minute speech designed to persuade your audience to some form of action. You will describe a problem that faces members of your audience, analyze that problem's effects, and propose a practical, active solution to that problem. This speech must also be well-organized and researched, containing at least 5 sources cited within the speech. Students must submit a printed out Works Cited page at the time they make their presentation. Students are required to create some visual aids for this project. More details will be provided during class.

Day	Date	Do Before Class	Do In Class
Tu	8/15/2017	Text Chapters 1 and 2	Discuss Readings, Introductory Speech
Tr	8/17/2017		Introductory Speeches
Tu	8/22/2017	Text Ch. 10,11,12,13	Finish Intro Speeches , Discussion, Organization and Outlining
Tr	8/24/2017	Intro Video Critique Due	Library Training
Tu	8/29/2017	Text 3,4,16, Informative Topic	Discussion
Tr	8/31/2017	Outline and Introduction	Review and Discuss Informative Outline and Intro
Tu	9/5/2017	Text Ch 8,9	Discuss Visuals
Tr	9/7/2017		Rough Presentation of Informative Speech Day 1
Tu	9/12/2017		Rough Presentation of Informative Speech Day 2
Tr	9/14/2017		Informative Speeches for Grade
Tu	9/19/2017		Informative Speeches for Grade
Tr	9/21/2017	Text Ch. 7	Finish Informative Speeches , Discuss Group Projects
Tu	9/26/2017	Group Project Topics,	In Class Work Day-Group Projects
Tr	9/28/2017		In Class Work Day-Group Projects
Tu	10/3/2017	Group Project outline and Intro	Present Outline and Intro, then Group Work Time
Tr	10/5/2017	Fall Break	Fall Break
Tu	10/10/2017		Discuss Job Interviews, Resumes and Cover Letters, Group Work
Tr	10/12/2017	Resume and Cover Letter	Review Resumes and Cover Letters, Group Work
Tu	10/17/2017		Group Presentation Day 1
Tr	10/19/2017		Group Presentation Day 2
Tu	10/24/2017	Text Ch. 5,14,15	Discuss Persuasive Presentations, Interview Sign Up
Tr	10/26/2017	Persuasive Topic	Job Interviews
Tu	10/31/2017	Persuasive Topic	Job Interviews
Tr	11/2/2017	Persuasive Topic	Job Interviews
Tu	11/7/2017		Present Rough version of Persuasive Presentation.
Tr	11/9/2017		Present Rough version of Persuasive Presentation.
Tu	11/14/2017		Present Rough version of Persuasive Presentation.
Tr	11/16/2017	No Class Meeting Today	Work on your Persuasive Presentation.
Tu	11/28/2017		Persuasive Speeches Day 1
Tr	11/30/2017		Persuasive Speeches Day 2
Tr	12/7/2017	Class Meets at 8:00AM	Persuasive Speeches Day 3

