Class Syllabus  
Spring 2012  
Public and Professional Staging  
English 2050-01  
Self-staging: Oral Communication in Everyday Life  
M/W 2-3:20pm  Pafford 305  

Professor Jane McClain  
Office: TLC 1113C  
Phone: 678-839-4886  
Office Hours:  
M/W 3:30-5pm,  
T 11am-1:30pm, TH 3pm-4:30  
or by appointment  
Writing Center tutoring: TH noon-3pm  
E-mail: jmcclain@westga.edu  
Website: www.westga.edu/~jmcclain  

Help With CourseDen  
Student Privacy Law  

Required Texts and Materials:  
Text: McLean, Scott. Business Communication for Success (Text may be found online by following these directions)  
Supplemental readings will be posted in Courseden  

Other materials you may need:  
Throughout the semester we may be doing some labs and exercises that will require assorted items that I'll ask you to bring to class. I'll give you plenty of notice, and none of them are expensive.  

Other requirements and recommendations:  
Reliable computer and printing access (You MUST type and print written assignments for submission.)
West Georgia MYUWG e-mail account which is the official means of communication in this class. **Any communication with the professor must be via MyUWG; this policy is a university-wide requirement.**

Jump drive or other university compatible means of electronically storing your assignments. (You are responsible for keeping electronic copies of all your work to guard against loss or theft.)

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**Catalogue Description:**
An introduction to the performative basis of oral communication and self-presentation.

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**Course Goals:**
- 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.

**Program Goals:**
- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I)

- Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. (Core Curriculum learning outcomes III)

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**Formatting Style**
Use the MLA style formatting for all assignments completed out-of-class unless otherwise instructed. Refer to Maimon’s *A Writer’s Resource* Tab 6-section 29/MLA
Technological Objective
Demonstrate the ability to use word processing.

All sections must include at least (10) ten pages of writing in order to meet departmental expectations.

GRADING:

You must complete all major assignments in order to pass this course. Failure to do so will automatically result in a failing grade for the class.

Assignments and evaluations
- Panel/group led discussions: 10% (cumulative) (See the last point under course goals above)
- Group improvisational performances requiring adaption of oral communication skills to specific purposes and audiences 10%
- Written/participation assignments: quizzes, presentation proposals, presentation texts, speaker observations (in class and outside of class), etc. 10% (cumulative)

As opportunities arise, you should observe how others "stage" themselves by attending two speaking events throughout the semester and submitting a written reflection/response (1 1/2 page typed in MLA format). The written response should be submitted no later than a week after the speaking event, and should address how the event/speaker relates to principles discussed in class. These events may include campus visits by speakers in your field of study as well as general topic speakers. See a partial list of speakers who will visit campus this semester at the end of the syllabus.* I will update this list as the semester progresses. However, you may take advantage of opportunities that I do not include here.

Presentations: First: 15%  Second: 15%  Final Project/presentation 20%

Interview 20%

Grading summary with the letter to numeric scale:

A+ = 98; A = 95; A- = 91; B+ = 88; B = 85; B- = 81; C+ = 78; C = 75; C- = 71; D+ = 68; D = 65; D- = 61; F = 60 and below; no work turned in = 0.

All final grades will be posted on Banweb at the conclusion of the course.
You should maintain an accurate record of your grades as the semester progresses. It is your responsibility to keep up with your grades. Your final grade should not be a surprise.

**Administrative Withdrawal/Attendance Policy**

**Attendance Requirements:** Careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Reading and homework assignments should be completed in advance of each class. You should be prepared to participate actively in class by answering questions, volunteering to share your opinions, OR simply asking questions. In short, you must be both physically and mentally present.

If you find it unavoidable to miss class, be aware of the following guidelines: 1) Three absences are allowed for classes that meet twice weekly. No distinctions exist between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely, so be prepared to use absences for these events only; 2) Two tardies=one absence. Class roll will be taken at the beginning of every class. If you arrive a few minutes late, it is your responsibility to let me know immediately after class or you will be counted absent. You should maintain a record of your absences and tardies; 3) Entering class more than a few minutes late and leaving class before it is over will count as an unexcused absence. Reasons related to outside employment or work in other classes are not legitimate excuses for habitually leaving class early or arriving late; 4) Excessive absences or equivalent tardies (4 or more) will result in your administrative withdrawal from this course. If you are administratively withdrawn on or before March 2nd, you will receive a W for the course. After March 2nd, you will receive a WF.

**Note:** If you are withdrawn because of failing to attend class, you may lose financial aid. If so, you will be asked to repay the funds you received from financial aid. Therefore, missing class can cost you in more ways than one.

According to "The Scoop" for Spring 2010, "Faculty have the authority to drop students who do not attend the first class meeting" (8). If your name appears on the roll, you are expected to attend class. As stated above, there is no distinction between excused and unexcused absences. Either you are in attendance or you are not, so plan on attending.

**Disruptive Behavior:** Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior
includes--but is not limited to--arriving late for class, allowing cell phones to ring, sleeping, not participating in class activities, speaking disrespectfully to the instructor and/or to other students, checking/texting email or phone messages, and using personal audio or video devices. **Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above.**

**Note:** Students who exhibit disruptive behavior or have excessive absences exercise a blatant disregard for the tenets of self-staging which makes these policies especially relevant for this class.

Attendance directly affects your success in this or any other class. Your educational development requires a commitment and concentrated effort on your part. Therefore, advance preparation and active participation are crucial to your success in this class. I expect your timely presence at all class meetings. Do not ask if we are doing anything important on a specific date. If any class meeting were not important, I would not come either. My time is valuable and I assume that your time is also. Come to class prepared to participate actively in discussions. If you are absent, you are responsible for having missed the work, meaning that your grade will reflect the decision to miss class. E-mail is **not** a viable option for submitting assignments for many reasons, so I will not accept electronic submissions of assignments via email. Written assignments are due at the beginning of class. I will not accept work that you missed class to complete.

**LATE WORK:** See attendance policy above. **Missed assignments of any type will not be accepted or rescheduled.** For most of the class assignments, participation is mandatory for successful completion. **If you are absent on the day of a graded exercise or presentation, you will not have the opportunity to make up the assignment. Because of the performative nature of most exercises for this class, the situations cannot be reproduced.** Therefore, your attendance indicates a commitment to the learning process that is necessary for your success in this class.

**EXTRA CREDIT:** No extra credit will be assigned for this course.

**Computer/printer problems are no excuse** for not turning papers in on time. The college has several computer labs at your disposal. I recommend that you e-mail your papers to yourself. That way, you can access them in any student use lab for correction and printing (for a printing fee). Lab locations and hours are posted at [http://uwglabs.westga.edu/default.asp](http://uwglabs.westga.edu/default.asp) under the tab labeled Information. The Excel Center lab is for freshmen use, so you may find it more accommodating if you are a freshman.

**Group Assessment and Collaboration:** Several of the projects in class will require you to work with other students, and some will require you to assess other students' degree of success/competency. I expect, therefore, that you will work with each other 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.

**If your input to your fellow students is ever unkind or vindictive, I will administratively withdraw you from class.**

**Paperless Department Policy:** As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, you will not be provided with a hard copy of the syllabus. I strongly suggest that you print out a copy of your syllabus, however, and have it on your person during every class as a reference. Refer to the online schedule/calendar often for updates and important things to remember regarding the course content. I reserve the right to adjust the daily schedule as the semester progresses in order to provide you with the most up-to-date information about classroom activities.

**Writing Center:** For problems concerning written assignments, the Writing Center is available to assist students in the development of their writing skills. Individual instruction is available in 30 minute increments. Make an appointment and focus on improving your writing. The instructors will assist you in your endeavor to become a better writer by identifying problem areas in your writing. Familiarize yourself with the Writing Center. It is a free but valuable resource for you to use. Its reason for being, its mission, is to work with you and help you become a better writer regardless of your level of ability or proficiency. Writing Center information:

- TLC 1201
- 678-839-6513
- Writing@westga.edu
- www.westga.edu/~writing

**Hours:**
- Monday, Tuesday, Wednesday 10:00am-7:00pm
- Thursday 10:00am-3:00pm
- Friday 10:00am-12:00pm

**Disability Pledge**
If you have a disability that will require accommodation, you must inform me at the beginning of the semester. In order to receive accommodation, your disability must be documented and registered through the Disabled Student Services Office. 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 (770) 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, please contact Disability Services at the State University of West Georgia.

**Plagiarism Policy:** The Department of English defines plagiarism as the submitting of words or ideas formulated by others as they are presented in electronic, print, and verbal sources and claiming them as your own. Students are expected to accurately credit sources in all assignments, written or oral. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. **Plagiarism is automatic grounds for failing this course, and the student will be referred to the Academic Discipline Council without exception.** See [http://www.westga.edu/~engdept/Plagiarism/pladef.html](http://www.westga.edu/~engdept/Plagiarism/pladef.html) for further information or the full university policy for handling academic dishonesty in the *Student Uncatalogue: “Rights and Responsibilities,”* Appendix J, which may be found at [http://www.westga.edu/handbook](http://www.westga.edu/handbook). More information concerning the university's handling of Academic Dishonesty can be found in The Faculty Handbook, sections 207 and 208.0401 [http://www.westga.edu/~vpaa/handrev/](http://www.westga.edu/~vpaa/handrev/). Furthermore, students with tutors should exercise vigilance in maintaining authorship. Do not allow the tutor to write the paper for you. This, too, is plagiarism when handed in as your own work. **Excessive Collaboration**—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.

**Inclement Weather Policy:** The university's policy concerning school closings due to weather may be viewed at: [http://www.westga.edu/~handbook/index.php?page=additionalstudentservices](http://www.westga.edu/~handbook/index.php?page=additionalstudentservices). Information on cancelled or rescheduled class or examination sessions may also be obtained by calling University Police Weather Hotline, 678-839-6200 (day and night); the Department of University Communications and Marketing, 678-839-6464 (daytime only); or visiting the University website: [www.westga.edu](http://www.westga.edu).

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**IMPORTANT DATES:**

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<th>Event</th>
<th>Date</th>
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<tr>
<td>Classes begin</td>
<td>January 9th</td>
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<td>Drop/Add ends</td>
<td>January 14th</td>
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<tr>
<td>MLK holiday</td>
<td>January 16th</td>
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<td>Last day to withdraw</td>
<td>March 2</td>
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<tr>
<td>Spring Break</td>
<td>March 17-24</td>
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<td>Honors Day Convocation</td>
<td>March 27, 1:30</td>
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**SPEAKING EVENTS SCHEDULE:**

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<th>Event</th>
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<tr>
<td>January 12: Judge Penny Reynolds (7pm Campus Center Ballroom)</td>
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<td>January 26: Michael Warren, &quot;The Real Bones: Forensic Anthropology Comes to Carrollton (7pm Kathy Cashen Hall)</td>
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<td>January 31: The Office of Institutional Diversity will lead a discussion. The topic to be discussed is &quot;Should Discussions of Slavery in</td>
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America be Deemphasized?" (7:00 p.m. in TLC 1200)

February 10: Tom Szaky, founder and CEO of TerraCycle, at 6:00 p.m. in the Townsend Center
February 22: Z Z Packer campus visit (8pm lower level Z6 building)

Tuesday, February 28: Dr. Faramarz Parsa will discuss "Oppression of the Bahá’í Faith in Iran."
7:00 p.m. TLC room 1200 (across from the Writing Center) Faculty, staff, students, and the general public are welcome.

March 6th: Keith Meade speaks about social media at 1pm in TLC 1305. An active speaker, Meade will focus on the uses of social media today and how it can shape students' job searches, along with their careers.

Thursday March 15 the Department of Art Visiting Artist and Scholar Series will present a lecture by artist and environmental interventionist Pam Longobardi. The artist, named Coastal Living Magazine’s Coastal Hero of the Year in 2010, will speak about her ongoing Drifters project which addresses global plastic pollution and the changing ocean. The talk will begin at 7:00pm in Humanities room 312.

Daily Schedule

This schedule is subject to change. Please check often for adjustments to assignments and due dates.

WEEK 1--Impression Management
1/9: Welcome to English 2050! Introductions, syllabus, class goals, etc. How do you stage yourself?
1/11: For discussion: Read what one professor says about how students stage themselves: http://www.uwgb.edu/dutchs/nosymp.htm

WEEK 2
1/18: Read McLean Chapter One for today.
WEEK 3
1/23:  Read McLean Chapter Two for today; Assign groups and topics for panel discussion 1
1/25:  Continue Chapter Two discussion:

WEEK 4
1/30  Read McLean Chapter Three for today. Panel discussion 1
2/1:   Continue Chapter Three discussion; Read McLean Chapter 10--Developing Presentations

WEEK 5
2/6:   Read McLean Chapter 11--not what you say, but how you say it
2/8:   Continue Chapter 11; Presentation 1 Proposal due no later than class today (you may submit it earlier, if you choose) See Presentation 1 Assignment for instructions.

WEEK 6
2/13:  Read McLean Chapter 13--presentations to inform
2/15:  Continue McLean Chapter 13; Assign groups and topics for panel discussion 2

WEEK 7
2/20:  Presentation One
2/22:  Presentation One

WEEK 8
2/27:  Presentation One reflection and debriefing
2/29:  Panel discussion 2
       Friday, 3/2-- Last day to withdraw with a W

WEEK 9
3/5:   Read McLean Chapter 14--presentations to persuade; Stress Management
3/7:   Anger Management; Assign groups for panel discussion 3 and group presentation (presentation #2)

WEEK 10
3/12:  Read McLean Chapter 19--group communication
3/14:  Panel discussion 3

WEEK 11  Spring Break
3/19:  No Class
3/21:  No Class

WEEK 12
3/26:  Presentation 2 discussion; Creativity & Team work  Last date to submit speaking event responses
3/28:  Team building: meet with your team

WEEK 13
4/2:   Presentation 2 (We should finish all these today); Read McLean Chapter nine--resumes; Discuss the interview assignment.
4/4:  Guest speaker--the interview: Questions about resumes and cover letters?

**WEEK 14**
4/9:  resumes and cover letters due, Interview Discussion continued; Sign up for interview time and place--you are responsible for keeping up with this information as part of the assignment.
4/11:  Begin interviews

**WEEK 15**
4/16  Continue interviews
4/18  Course Evaluations; Begin Final Presentations

**WEEK 16--Final Class/Exam Period:**
4/23, Monday—2pm-4:30  Final Presentations