

Spring 2016

English 2050-04 Syllabus: Self-Staging: Oral Communication in Daily Life

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Student-Professor E-mail Correspondence: You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online syllabus/handouts) and to get the notes from a classmate.

UWG Email Policy: University of West Georgia students are provided a MyUWG email 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.

I also ask that you observe standard grammar and punctuation rules when e-mailing me or any other professor. DO NOT send e-mails that are in "text speak." This is not an appropriate form of communication outside the realm of sending an actual text.

*Note: All student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, email is the most efficient way to do so. Also, please be aware that I cannot communicate with your parents; should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

COURSE OBJECTIVES

- 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.

COURSE EVALUATION:

You must complete all your assignments in order to pass this course.

GRADE PERCENTAGES:

- First Presentation 15%
- Group Presentation 25%
- Weekly Journal 20%
- Final Presentation 20%
- Interview 20%

COURSE POLICIES:

Attendance: For classes that meet three times a week, a student is allowed two absences. For classes that meet twice a week, a student is allowed two absences. Arriving late for class counts as 1/2 an absence. Upon the third absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.

****If the withdrawal occurs after Thursday, March 3rd, the student will receive a grade of WF. (FYW Department Policy)**

ALSO: Please remember that the very thought of speaking in public terrifies about 90% of the world's population. For this reason, I will not tolerate any behavior deemed disrespectful by either myself or the collective consciousness of all humans - sometimes referred to as common sense. Please remember that everyone in this class will be nervous initially, and that everyone will be speaking in public on numerous occasions. If you are mean to a classmate while he/she is speaking, I will heckle you when it is your turn and then I will administratively withdraw you from the class. In addition, please be aware that the success of this class depends upon every student's individual contribution to the class. Several of the projects in class will require you to work with other students, and some will require you to assess other students in their degree of success/competency. I expect, therefore, that you will work with each 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 class mates' strengths as well as their areas of weakness in order that every student might grow in his or oral communication skills. I expect you to deliver your feedback in an honest and tactful manner.

Additionally, we will create assessment criteria together in class so that everyone will know precisely what to look for and how to give feedback to classmates.

WEEKLY JOURNAL: Throughout this semester, your class's journal day will always be Tuesday ...please complete this important assignment each time as follows:

- 1) Each entry must be 1 full page, double-spaced, 12-point font--proofread and spellchecked! I do not give any credit whatsoever to journal entries that do not meet this length requirement.

2) Bind each entry in your double-pocket folder... always bind your LATEST journal entry in front

3) In each entry, please describe a communication skill you learned in class the previous week, and how you applied it in your everyday interactions outside of class...also, you might want to discuss what worked for you and what you'll do differently next time, as well as other relevant points you'd like to make.

4) You must submit TEN journal entries during the semester

5) Note: the spirit of this assignment--namely, a method of regular, reflective learning and self-evaluation--prohibits writing journal entries weeks in advance.

6) I will only give credit for ONE journal entry per week, so please keep track of the number of entries you submit so that you can fulfill the ten-entry requirement by the last day to submit journals.

7) I welcome your candor in journal entries, and I never share anything you write with any other person inside or outside of class. I do ask, however, that whatever your comments, you maintain a tone of respect both for yourself, your classmates, and your teachers.

As the above instructions suggest, I only accept journals that are formatted accordingly; I do not accept journals via e-mail. Always bind your LATEST journal entry on top. Also, you must submit TEN complete journal entries this semester; I do not accept electronic submissions.

LATE WORK POLICY: I do not accept any late work (sorry). Being late with your class work hinders your own progress as well as that of your classmates, especially in a class of this nature. I define a "late assignment" as one that you have not given to me during class on the day the assignment is due.

Department Paperless Policy: As of Fall 2006, the English Department implemented a "paperless" policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

Disruptive Behavior Policy: All electronic devices (cell phones, iPods, etc.) should be turned off and out of sight during class. If your phone rings, the penalty will be humiliating for you and entertaining for everyone else. Students should also maintain respect for the instructor and fellow peers, abstaining from disruptive behavior, including talking out of turn (i.e. side conversations and comments not intended as a part of class discussion), consistently arriving late, or sleeping during class. Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others; each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Sleeping or texting in class will result in an automatic 0 for that day's participation grade, regardless of performance on quiz, response, etc.

Plagiarism & Excessive Collaboration Policy
Plagiarism and Academic Dishonesty

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. (See also, excessive collaboration.) The university policies for handling Academic Dishonesty are found in the following documents: The Faculty Handbook, sections 207 and 208.0401 [http://www.westga.edu/~vpaa/handrev/Student Uncatalog: "Rights and Responsibilities"; Appendix J.http://www.westga.edu/handbook/](http://www.westga.edu/~vpaa/handrev/Student Uncatalog: \)

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.

Accessibility Pledge: 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. 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 Accessibility Services at the University of West Georgia.

MLA Documentation Policy: The department expects that students learn to cite sources accurately in the MLA style for documentation.

Make-up Work Policy: Students may not make-up missed quizzes or other in-class assignments unless granted an extension

Americans with Disabilities Act: 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.

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).

University of West Georgia 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 or actions.

A complete list University-Wide Policies and Procedures can be found at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Syllabus: This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as well. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class.

Reading and Assignment Schedule

January

T 12 Introduction to the course, including syllabus, expectations and general premise that governs this class on staging the self

R 14 Staging thy self in email. The dos and don'ts of emailing in a professional environment; (read [Email Etiquette](#) before class)

T 19 Beginning Improv while getting to know one another

R 21 continue Improv

T 26 Improv

R 28 Improv (email me at jadel@westga.edu by 5:00 p.m. today and tell me one thing that excites you about this class and one thing that scares/worries/intimidates you about this class. Please use your newfound knowledge about email etiquette, as I will be grading the etiquette (and not your opinions, hopes and/or fears). Please also include a hard copy as a journal entry

February

T 2 Improv

R 4 continue

T 9 Improv; [Presentation 1](#)

R 11 Improv; First Presentation Schedule; [Student Presentation Evaluation Forms](#)

T 16 Presentations!!!

R 18 Presentations!!!

T 23 Presentations!!!

R 25 Presentations!!!

March

T 1 Improv

R 3 Improv; Assign Groups for Presentation 2

T 8 Group work:

R 10 continue discussion: Perform Stress Management lab in class.

T 15 Spring Break! No Class!

R 17 Spring Break! No Class!

T 22 Group work

R 24 No Class!!! Group Work

T 29 Group Presentations

R 31 Group Presentations

April

T 5 Job Interview Prep
R 7 Last day of full class; prep for final exam!

T 12 Job Interviews: No Full Class Meeting
R 14 Job Interviews: No Full Class Meeting

Final Exam

Thursday, April 28th, 11:00 a.m. - 1:30 p.m. (wear your pjs to class)