Honors Self-Staging: Oral Communication in Daily Life
THEA 2050-05; Spring 2018
Department of Theatre
College of Arts and Humanities

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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

Honors College Learning Outcomes:
• Students will demonstrate the ability to examine topics and issues from diverse perspectives
• Students will demonstrate the ability to engage in higher order abstract, creative and critical thinking
• Students will demonstrate the ability to explore, and if feasible, experiment with possible applications of their learning toward the solution of “real world” problems
• Students will demonstrate the ability to explore and conduct discipline-specific independent research and creative activities using a variety of resources.
• Students will demonstrate superior oral and written communication skills

**Required Reading:**

*Required article readings will also be given out periodically throughout the semester.

**Student Responsibilities:**
• Attendance and participation in all class sessions is mandatory. Absence from class on a scheduled presentation day will result in failure of the assignment, unless in the case of an extreme emergency.
  o For a medical absence, you must bring a signed note from the doctor.
  o Students are allowed two excused absences throughout the semester. Each subsequent absence will result in a 3% decrease in your final grade.
• 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.
  o 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 11:00am 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- 10% 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- 15% 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.

- Field Interview Presentation- 75 points
  - Students will interview a professional in their chosen field to gain insight into the profession. Students may not use friends or relatives. Students will then give a 5:00-7:00 presentation summarizing the knowledge gained from this interview (Undecided Majors may make an appointment in Career Services for this assignment).

- Group Presentation- 100 points
  - Students will be divided into groups based on declared major or career objectives. Students will create a presentation outlining a path to success in their field. Groups will identify an action plan, timeline for goals to be achieved, and 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. Groups will turn in a Works Cited page on the day of their presentation. 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- 20% 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.

- Creation of LinkedIn Profile- 25 points
  - Students will create a professional, thorough LinkedIn profile. 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.

- 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- 15% of Final Grade

- Students will complete In-Class Essay responses 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
Students will be graded based on in-class discussion of assigned readings, willingness to participate, and preparedness for class throughout the semester.

**Basis for Evaluation:**
- Unit 1: Know Thyself 10%
- Unit 2: Know Your Network 15%
- Unit 3: Know Your Strengths 20%
- Unit 4: Get the Job 30%
- Final Exam 15%
- 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
Syllabus is subject to revision by the instructor at any point in the semester.

Week One
Mon. Jan. 8th - CLASS CANCELLED DUE TO INCLEMENT WEATHER

Wed. Jan. 10th - Introduction, Syllabus Review, Elevator Pitch For next class: Presence; Ch. 1: What is Presence?
*Open Drop ends at 11:59pm Jan. 10th

Week Two
Mon. Jan. 15th - NO CLASS; MLK Day Holiday

Wed. Jan. 17th - CLASS CANCELLED DUE TO INCLEMENT WEATHER

Week Three
Mon. Jan. 22nd - Presence and First Impressions For next class: Elevator Pitch Presentations
Wed. Jan. 24th - Elevator Pitch Presentations For next class: Sentiment of the Staircase Assignment, Presence; Ch. 2: Believing and Owning Your Story

Week Four
Mon. Jan. 29th - Sentiment of the Staircase, The Authentic Self For next class: Presence; Ch. 9: How to Pose for Presence

Week Five
Mon. Feb. 5th - Body Language Evaluation, Vision Boards, Role Model Presentation For next class: Introduction for Role Model Presentation on notecard, Presence; Ch. 3: Stop Preaching, Start Listening
Wed. Feb. 7th - Audience Rapport, Share Role Model Introductions For next class: Role Model Presentations Rough Draft

Week Six
Mon. Feb. 12th - Role Model Presentations Rough Draft For next class: Your First Job; Ch. 4 and Ch. 10

Wed. Feb. 14th - References, Networking and Group Dynamics For next class: Role Model Presentations

Week Seven
Mon. Feb. 19th - Role Model Presentations For next class: How to be a Bawse: Know the Game, Be prepared to work in small groups, References List DUE

Wed. Feb. 21st - Group Presentation Work Day, References List DUE
Week Eight
Mon. Feb. 26th - Group Presentation Work Day For next class: Group Presentations

Wed. Feb. 28th - **Group Presentations** For next class: *Your First Job; Ch. 12*

*Last day to withdraw with a grade of W from Full-Session courses.*

Week Nine
Mon. Mar. 5th - Field Interview Description, Job Descriptions For next class: Research on companies in each of your job descriptions, *Your First Job; Ch. 7: Your Resume*

Wed. Mar. 7th - Tailoring Your Resume, Identifying Skills For next class: First draft of Professional Summary, Accomplishment Statements

Week Ten
Mon. Mar. 12th - Professional Summary, Accomplishment Statement Feedback For next class: *Your First Job; Ch. 9: Cover Letters, Resume DUE*

Wed. Mar. 14th - Resume DUE; Cover Letter Structure and Etiquette For next class: *Your First Job: Social Networking, Cover Letter DUE*

Week Eleven
Mon. Mar. 19th - **NO CLASS; SPRING BREAK**
Wed. Mar. 21st - **NO CLASS; SPRING BREAK**

Week Twelve
Mon. Mar. 26th - Cover Letter DUE, Social Networking For next class: Field Interview Presentations

Wed. Mar. 28th - **Field Interview Presentations** For next class: *Your First Job; Ch. 13: Before the Interview*

Week Thirteen
Mon. Apr. 2nd - S.T.A.R.- Effectively Answering Interview Questions For next class: Practice Interview Questions DUE, *Your First Job; Ch. 14: The Interview*

Wed. Apr. 4th - Practice Interview Questions DUE; The First 20, Handshakes For next class: Handshake Field Test, Dress for Success

Week Fourteen
Mon. Apr. 9th - The First 20 in Practice, Interview Follow-Up For next class: Elevator Pitch Take Two

Wed. Apr. 11th - **Elevator Pitch Take Two Presentations**
Week Fifteen
Mon. Apr. 16th - Mock Interview Day 1

Wed. Apr. 18th - Mock Interview Day 2

Week Sixteen
Mon. Apr. 23rd - Mock Interview Debrief, Impromptu Speaking Activity Prep

Wed. Apr. 25th - Impromptu Speaking Activity

Week Seventeen
Mon. Apr. 30th - Final Exam
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).