**FUNDAMENTALS** **OF PRESENTATION** | THEA 1303-001 | Spring 2016

3 Credit Hours | Fine Arts Building, Room 174

Tuesday/Thursday | 11:00 AM - 12:20 PM

**Instructor: Detra Payne**

**Office: Fine Arts Building 268A**

**Office Hours: Tuesdays & Thursdays: 12:30pm-1:30pm by appointment**

**You: How do I make an appointment?**

**Me: Email me or see me after class, please.**

**Voicemail: 817 - 272 - 2650 (Theater Arts Main Office)**

**Email: detra.payne@uta.edu**

**FACULTY PROFILE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Degree** | **Major** | **Institution** | **Year** |
| MFA | Acting | Actors Studio Drama School, a Division of The New School (New School for Drama) | 2007 |
| BA | Theatre Arts | University of Washington | 1990 |

**COURSE DESCRIPTION**

The fundamentals of vocal performance as it relates to effective oral communication. Students develop ideas for the purpose of communication and learn effective techniques for clarity of expression, ideas, and message while considering the effect on an audience. Theatrical communication techniques are one of several skill sets taught. Oral, aural, written, and visual literacy are all explored, with intense focus on oral presentation. **This course satisfies the University of Texas at Arlington core curriculum requirement in Communication.**

**LEARNING OUTCOMES**

After successfully completing this course, students will:

1. Effectively demonstrate skills in idea development for the purpose of communication through discussion, writing and presentation exercises;
2. Effectively discuss and demonstrate the application of theatrical and other communication techniques in presentational exercises;
3. Effectively discuss and demonstrate the interrelationship of the voice, the body, and the mind (ideas and purpose) in various communication situations through presentation exercises and activities;
4. Effectively discuss basic concepts, goals, and objectives of communication skills;
5. Work effectively in a collaborative environment.

**THECB CORE CURRICULUM OBJECTIVES**

1. *Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;*
2. *Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;*
3. *Teamwork skills: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;*
4. *Social Responsibility skills: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.*

**REQUIRED TEXT**

There is no assigned text for this class. Instead, each student is required to listen to the **free** weekly podcast of The Moth for the duration of the semester. You can sign up for a free subscription at <http://themoth.org/about/programs/the-moth-podcast> or you can listen on the website each week at <http://themoth.org/radio/episodes> (you may skip any content to which you object for personal reasons).

**REQUIRED MATERIALS**

* A binder, folder or spiral notebook–There will be handouts in this class that we may refer to periodically. Please store handouts in your folder or binder.
* A pen or pencil to take notes, and paper to write on
* Appropriate rehearsal/performance/presentation attire as discussed in class.
* Photocopies - students may have photocopy cost associated with this course.

**REQUIRED CONTRACT**

The last page of this syllabus includes a student contract to be signed and turned into the professor on or before **Tuesday January 20, 2016.**

**GRADING**

Students are expected to keep track of their grades throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. **Please see me if you do not understand how to access your grades on Blackboard. It can be tricky at first!** Your grade will be based on the quality of work in the assignments, the discipline and commitment shown in your promptness, attendance, other preparation for class and exercises, collaborative efforts, and on your alert participation in class discussions.

**GRADING RUBRIC**The grading rubric for both the oral and written components of this class will be handed out in class and posted on Blackboard.

Signature Assignment #1: Oral Presentation Essay 100 points

Signature Assignment #2: Group Presentation 100 points

3 Speeches (Personal Narrative, Impromptu, and Character) 50 points x 3 150 points

3 Reaction Papers (about your speeches) 30 points x 3 90 points

Voice Production Quiz 30 points

Speech Components Quiz 30 points

IPA Quiz 40 points

The Moth In-Class Review 10 points

Participation points: 0-5 points per activity 30 classes x 5 possible points 150 points

(Participation points **only** occur in class. If you are absent from class you lose the points.)

 **TOTAL= 700 points**

**GRADING SCALE**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Grades represent these levels of achievement:

 “A” Excellent Work - 90 - 100 % of points

 “B” Good/Above Average Work - 80 - 89% of points

 “C” Fair/Average Work - 70 - 79% of points

 “D” Passing/Below Average Work - 60 - 69% of points

 “F” Failure/Unsatisfactory Work - 59% of points or less

**TOTAL POSSIBLE POINTS: 700 POINTS**

**Scale: 630-700 pts.= A,**

**560-629 pts.= B,**

**490-559 pts.= C,**

**420-489 pts.= D,**

**419 or below= F**

Attendance: **THREE ABSENCES ALLOWED.**

 **Each subsequent absence: grade lowered one full letter grade per absence**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. **The time to be concerned about your grade is NOT the week before finals—it is ALL semester.**

**GRADE GRIEVANCES**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

**\*\*LATE WORK IS NOT ACCEPTED. AT ALL. Not at all. Not even a little bit.**

**LEGITIMATE PREDICAMENTS**

I feel there are few legitimate causes for missing an exam, assignment, or project. For this reason I maintain a trust-and-verify policy. “Trust and verify” means if you are absent for an exam/project and attempt to contact me to explain, I will believe your reason and ---because I trust you are telling the truth ---will ask for verification. Research shows that holding someone accountable is a sign of respect. So, I will ask for verification because I respect you and I trust you will be able to provide documentation. If you cannot, you will not be allowed to make up the exam, project, or points.

**“I HAD A LEGITIMATE QUANDARY. NOW WHAT?”**

A legitimate quandary will be unexpected and unavoidable. It will be a reason, not an excuse. In an emergency on exam or project day, please follow the following policy. (1) Call or text someone in class to let them know the situation, and ask that person to tell me. (2) Email me to let me know you know you were supposed to be in class. If you were unconscious and could not contact me, that will be apparent from the documentation and we will work around that. (2) Get ready to provide **formal documentation** from the entity or person who can vouch for you. (3) **Bring me the documentation IN PERSON by the next class period or to my office hours, for which you must make an appointment**. If your documentation is intact, I will allow you to make-up the work. Examples of acceptable documents are **those from a hospital, the VA, a doctor, midwife, UTA athletic coach, or police station.** A family member does not suffice. If you missed a presentation on a Tuesday, you must make up the exam by Thursday of the same week. If you missed a presentation on Thursday you must make it up by Tuesday of the following week. No documentation or insufficient documentation = no makeup. Do you have any questions about this policy?

**“I WORK IN ORDER TO PAY FOR SCHOOL. WHAT IF I HAVE TO WORK?”**

I respect the fact that many of you work and pay for your own education, and I understand if you do not work you cannot afford to attend school. For that reason (and others), **I follow the schedule you see at the end of the syllabus**. Because your work schedule is often flexible when you provide the scheduler with enough warning, I strongly encourage you to provide your work scheduler now with the dates you need off --- especially for midterms, exams, and assignments. Recall I do not accept late work. Because you have the schedule, “I have to work” is not an acceptable reason to be absent and you absolutely will not be allowed to make up an assignment or test if you neglect to organize your schedule. Again, the schedule is clear and I follow it. It is located at the end of this syllabus. You might consider giving a copy of the schedule to your superior so s/he can have your schedule ahead of time. As an example, you are required to give *Oral Presentations*. You might consider asking off work now for the dates the presentations are to be performed. You cannot pass this class without participating in the presentations.

**“I AM THE SOLE CARETAKER OF SOMEONE. I CAN’T ALWAYS PREDICT CONFLICTS.”**

If you are the sole caretaker of someone and anticipate conflicts, please come see me in my office so we can discuss the situation before it occurs. I do am not asking you to give me private information; I am asking you to work as a team with me so we can meet your academic goals.

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**POLICIES AND PRACTICES:**

1. Blackboard and Email: Check your MyMav email and Blackboard at least once per day. If you do not yet know how to check it, please come talk to me or I will show you in class if enough students do not understand. Blackboard is the primary method by which I will communicate with you. It is your responsibility to check for assignment updates, handouts, fun stuff, and class updates due to weather.
2. Attendance: **Regular attendance in class is required and is of primary importance.** Your performances are not only those where you are in front of the class but also when you are performing the role of audience member and classmate. Grades shall be affected for repeated lateness to class and absences since a portion of this course is graded on attendance and participation. It is ***the student’s responsibility*** to make sure that the instructor has recorded the student’s attendance. At The University of Texas at Arlington, taking attendance is not required. Rather, each and every faculty member is **free** to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. **As the instructor of this section, I have ABSOLUTELY chosen to take attendance and all elements cited in this Required Attendance Policy are absolutely crucial to student success in this course.**
3. **THE INSTRUCTOR WILL DISTRIBUTE THE ATTENDANCE SIGN-IN SHEET PROMPTLY AT THE BEGINNING OF CLASS** **AND IT WILL BE REMOVED AT 5 MINUTES PAST THE OFFICIAL CLASS START(class begins promptly at 11am). THE TARDY SHEET WILL BE POSTED UNTIL 15 MINUTES INTO THE CLASS PERIOD.** Students who arrive to class tardy have the sole responsibility to sign the TARDY sheet. If a student does not sign the TARDY sheet they are counted **ABSENT**. Sign-in only for YOURSELF; the instructor WILL file a grievance with the university if any student signs in for another student.
4. M**ISSED CLASS POLICY: THREE (3) absences are allowed in this class, whether they are excused or unexcused. Each additional absence will result in your final grade being lowered by one full letter grade per absences (ie. if you end up with 5 absences, note that beginning with the 4th one your final grade will lower a full letter grade and continue with each additional absence there after).** If you miss class, it is your responsibility to get class info and notes from another member of the class and visit Blackboard for any handouts and assignments.
5. Tardiness/Early Departure: It is expected that you will be on time for class and remain until the end of class. Late arrivals and early departures will affect not only your ability to receive the information but also your colleagues’ work. If you are 5 minutes late to class, you will lose 2 participation points for the day. If you are 15 minutes late for class, you will lose all 5 participation points for the day. **If you are more than 15 minutes late for class, you will be counted as absent for the day – this will count as a full absence and will affect your final grade**.
6. Conference Attendance Policy:Department of Theatre Arts majors are encouraged to participate in theatre conferences and graduate school auditions. However, Theatre Arts majors are required to submit an excused absence request to the instructor no less than two full weeks prior to the conference/audition in order for the instructor to consider granting an excused absence. Such notification must be in writing and support documentation will be required to verify the Theatre Arts major’s attendance, completion and/or successful (or professionally worthwhile) participation in said conference or audition. All students are expected to complete all coursework (as stipulated in the syllabus) and all course requirements (as stipulated by the syllabus) in a timely manner (the term “timely manner” will be defined/specified by the instructor at the time the Theatre Arts major submits their excused absence request to the instructor for initial consideration). At the discretion of the instructor, class participation grades may be affected; therefore, Theatre Arts majors are advised to fully consult with the instructor prior to engaging in such activities.
7. Course Attendance and Production Assignments:Students cast in acting roles or who have lead technical or design assignments in UTA productions are required to attend class on a regular basis. Failure to do so shall result in the student being reported to the student's Area Head for their degree plan and the Production Manager and may result in the student being replaced in their production assignment.
8. Students are solely responsible for maintaining/keeping up with their absences and tardiness - if you join the class late/after the first day the class begins, it is your responsibility to give a **copy** of your proof of enrollment to the instructor with the date of enrollment, for the instructor to be aware of the date you actually joined the class. Otherwise all dates you missed or did not sign the Sign-In-Sheet or Tardy Sheet, **NO MATTER WHEN OR WHY THE STUDENT JOINED** the class will be considered absences.
9. Entering Class Late: Please be on time and ready to work. However, if you must come to class late on a day when speeches are being given, please wait until the speaker finishes and *sits down* before entering the room.
10. Illness & Accidents: If you miss class because of an illness or accident *YOU MUST* present an **OFFICIAL** doctor’s statement attesting to your illness or an **OFFICIAL** police report of the accident immediately upon your return to the next class. Only then will you possibly be able to make up missed work. HOWEVER, this only means that you have used up one of your ALLOWED absences. It does NOT mean that you are allowed an “extra” absence besides the three (3) allowed. ALL absences shall affect daily participation points.
11. Assignments: Assignments turned in or performed late (after the class or time in which it is due), and which the instructor accepts, will be reduced by one full letter grade. **Absolutely no late work accepted** unless the absence is due to documented illness. See #2-#8 above for policies. Double check dates, days and times of all assignments, quizzes & finals - students are solely responsible for knowing these no matter what is on the syllabus! **Extra credit is not offered in this course**. It is your responsibility to obtain any homework assignments from a classmate --- not the instructor--- if you are absent. All assignments will be posted on blackboard. Please do not email me for the homework. If you do not understand an assignment, please come see me or email me for clarification. I am more than happy to explain it another way. You will be evaluated on the progress you make and the skills you master - not be viewed in comparison to the abilities of your classmates. Should you have any concerns, I am available during my office hours by appointment - please don’t hesitate to talk to me. *Please exchange email or phone numbers with someone in class to assist each other.* No incomplete grades will be assigned for this course.
12. Plagiarism: The assignments you complete should be uniquely yours. If you use someone else’s work, studies, quotes, ideas, etc. Please provide correct ***verbal documentation***in your speech and correct ***written documentation*** in your bibliography. Plagiarism and other forms of academic dishonesty will be grounds for failing this course.
13. Missing Speeches: All speeches are due on the day you sign up. No class time will be given for missed speeches—so be sure you’re here on the day of your speech. If you anticipate a schedule conflict, it is your responsibility to find another person in the class to swap time with you, and you must notify the instructor of the change. Also, if we sign up for speeches on the day you are absent, you may get stuck with a speaking date—it is your responsibility to be prepared on this date! The only changes to speech scheduling on the syllabus will be made by the instructor—if we end up needing extra days to finish speeches that have taken more time than anticipated.
14. Classroom atmosphere: It is expected that you will be supportive to each of your colleagues in this class. The only way true progress can be made is if each of you feels “safe” trying new things and making mistakes. I have a “Zero Tolerance” policy regarding negative attitudes and behavior that upsets the “safety” of our work environment. If I determine that you are exhibiting such behavior, I will ask you to leave class and you will be counted as absent for that day. Keep any negative personal feelings about your colleagues outside of the classroom. It can be a very delicate situation and it is important for you to be conscientious in the way you handle your comments. The relationships you build with your colleagues will be vital to your success in the department and beyond.
15. Students’ offering of and listening to feedback: I will discuss in class how you can effectively discuss your colleagues’ work, and feedback offered in class is to be handled in a strictly professional manner. It will also be important to keep non-productive discussions and comments to a minimum.
16. Instructor’s offering of and listening to feedback: The candid remarks I will make in class are not said to offend, but rather to help you reflect on your work. It may not always be what you want to hear, but I feel I am not doing my job unless I am honest about your work. Keep in mind that each of you enters this class with different strengths and weaknesses. You will be evaluated on the progress YOU make and the skills you master - not be viewed in comparison to the abilities of your classmates. Should you have any concerns, I am available during my office hours by appointment - please don’t hesitate to talk with me.
17. Health: Good physical and vocal health is necessary for successful vocal performance. It is your responsibility to take good care of yourself so you will not miss your obligations. Please drink plenty of water: Take your body weight and divide it in half- this is the ideal the number of ounces of water you should be drinking every day. (Ex. 120lb woman =>120÷2 => 60oz of water/day)
18. Dress: It is expected that you dress appropriately for class work. We will be doing a vocal warm up and exercises in almost every class- please dress comfortably in clothes that allow you to move and stretch. Come to class prepared to move, to lie on the floor, and to participate in all class exercises. Be prepared to remove your shoes. We will discuss appropriate class clothing in class. If you arrive unprepared, it will directly impact your participation points – no less than 2 participation points will be deducted if you are unprepared.
19. Outside of Class: There is no assigned text for this class. Instead, each student is required to listen to the **free** weekly podcast of The Moth for the duration of the semester. You can sign up for a free subscription at <http://themoth.org/about/programs/the-moth-podcast> or you can listen on the website each week at <http://themoth.org/radio/episodes> (you have permission to skip any story with content to which you object for personal reasons). It is also expected that you read any materials distributed or assigned as well as study alone and with fellow classmates as necessary for presentations. It is estimated a three (3) credit hour class requires nine (9) hours of work outside of class per week; this course is no exception. The money you would have spent on a text will go toward attending a performance to meet assignments.
20. Electronic device use: Cell phone use for making and receiving calls is prohibited in class. If you expect that you will need to make or receive a call during class for a legitimate reason, please let the professor know BEFORE class. This policy includes texting. You may not text during class. Repeated warnings will result in your being marked absent from class (you are not truly present because you are not engaged).
21. Green policy: I strive for environmental responsibility, so students are welcome to turn in any typed assignment on recycled, previously-used, or colored paper, provided the assignment is still legible. You may also print your assignments on both sides of the paper. The goal of this policy is to reduce the amount of paper in the environment. Remember, this policy only applies to the class, and your other instructors have their own expectations. Additionally, I recycle in my class. When departing class and cleaning up, please use the recycle bins located on campus. If you are unsure which materials are recyclable, please ask me. Your participation means the world!
22. Drop Policy**:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).
23. Disability Accommodations: UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. **Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

1. Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX)
2. Academic Integrity**:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

1. Electronic Communication**:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.
2. Student Feedback Survey**:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.
3. Final Review Week**:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
4. Emergency Exit Procedures**:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit (*To be discussed in class).* When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
5. Student Support Services:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.
6. The Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket%40exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit the website at [www.uta.edu/owl/](http://www.uta.edu/owl/).
7. Behavior Intervention Team: As a faculty member at UTA, I am considered a “responsible employee”. That designation means I am obligated to look out for students’ well being. If I feel a student is displaying unusually hostile or potentially dangerous behavior on a regular basis, I will contact the BIT and they will address the situation. This procedure does not take the place of my calling 911 or campus police if danger is imminent, and you are always encouraged to do the same. For more information please visit <http://www.uta.edu/bit/>. You might consider putting the campus police contact number in your phone since campus police are more familiar with the UTA campus than are the 911 responders. That number is 817-272-3003.
8. A gentle request: Please refrain from “side chatter” when the instructor is speaking or listening, when classmates are presenting, engaging in discussion, or any other activities which require being able to hear others’ communication. In addition, please be prepared to speak with more volume than you do for conversation. Thanks in advance.
9. Finally, we will be approaching this class from a professional, creative person’s point of view. After all, that is what we are practicing to become. Out in the real world there is little room for “excuses”. This will be a challenging class but will also be filled with discovery and fun!
10. Other Helpful Resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

***UTA Mainstage Productions***

***Die Fledermaus***

***By Johann Strauss***

***February 26 & March 1, 3 , 2016 @ 8:00pm***

***February 28, 2016 @ 2:30pm***

***Mainstage Theater, UTA, Fine Arts Bldg.***

**And**

***Mav Plays – Festival of New Works***

***April 14 – 24, 2016 @ 8:00pm***

***Plays: Helios 24/7 by Natalie Gaupp***

***Studio Theatre, UTA Fine Arts Bldg.***

***Dogwood by Seraphina Nova***

***Mainstage Theatre, UTA Fine Arts Bldg.***

**SIGNATURE ASSIGNMENTS (TO BE DISCUSSED IN CLASS):**

The following assignments will be used to assess the student’s level of achievement of the Core Curriculum Objectives:

1. **WHAT: Oral Presentation Essay:** (checklist and 3+ page paper- 100 points)

**WHEN: Thursday March 31, 2015 for presentations viewed from Jan. 26, 2016 through March 3, 2016, including *Die Fledermaus*. And Tues, May 3, 2016 for presentations viewed from March 4, 2016 until the essay is due, including *Mav Plays – Festival of New Works*.** Each student will attend a live presentation where oral communication is utilized in a variety of situations (formal address, reading, or play) and write a formal essay. The event must be approved by the professor. The essay will analyze both content and oral communication effectiveness in context of the specific perceived goals of the communicator. The essay will also examine the effective and persuasive oral communication and its connectivity to the overall message/purpose of the presentation. The Oral Presentation Essay will be anonymously read by a Core Curriculum Committee to assess your level of achievement. **(Critical Thinking Skills, Communication Skills, and Personal Responsibility) Part of your grade is a visit to the Writing Center. Please plan ahead so that you can get an appointment in time for the deadline.**

1. **WHAT: Group Presentation**: (Presentation and Outline 80 points total)

**WHEN: Tuesday, May 3, 2015 – (Team Member Critique paper due Thursday in class May 5, 2016)**

Each student will part of a group presentation information of on topic of historic, intercultural, or social relevance, choosen from a list provided by the instructor of the courst (15-20 minutes) **(Critical Thinking Skills, Communication Skills, Personal Responsibility, and Teamwork)**

1. **WHAT: Group Presentation Assessment Rubric**: (20 points)

**WHEN: Thurs, May 5, 2016**

Each student will be part of a group creating a tool to be used by the rest of the class in exam preparation. **(Critical Thinking, Communication Skills, Social Responsibility, Teamwork)**

Each member of each Presentation Group will fill out an Assessment Rubric for each of their fellow members, including a self-assessment. This is a peer evaluation of the process and experience of putting together and presenting a Group Presentation. Each member of the group will receive the average point value from their combined peers’ rubrics per skill being assessed. If a student completely fails to turn in this assignment, they will receive 0 points for this assignment. Full points will be given only if the rubric and cover sheet are filled out completely and thoughtfully.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RUBRIC:** | **Benchmark (1 point)** | **Milestone B (2 points)** | **Milestone A (3 points)** | **Capstone (4 points)** |
| **Contributes to Team Meetings** | Shares ideas but does not advance the work of the group. | Offers new suggestions to advance the work of the group. | Offers alternative solutions or courses of action that build on the ideas of others. | Helps the team move forward by articulating the merits of alternative ideas or proposals |
| **Facilitates the Contributions of Team Members** | Engages team members by taking turns and listening to others without interrupting. | Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. | Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. | Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. |
| **Individual Contributions Outside of Team Meetings** | Completes all assigned tasks by deadline. | Completes all assigned tasks by deadline; work accomplished advances the project. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. |
| **Responds to Conflict** | Passively accepts alternate viewpoints/ ideas/opinions. | Redirecting focus toward common ground, toward task at hand (away from conflict). | Identifies and acknowledges conflict and stays engaged with it. | Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. |
| **Fosters Constructive Team Climate** | Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members | Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members | Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. |

**OTHER ASSIGNMENTS**:

1. **WHAT: Voice Production Quiz** – (30pts)

**WHEN**: **Take home Feb. 2, 2016,** **due in class Feb. 4, 2016**

1. **WHAT: Speech Component Quiz –** (30pts)

**WHEN: In class Feb. 9, 2016**

1. **WHAT: #1- Personal Narrative Speech** (4-6 minute speech; 50 points)

**WHEN: February 11, 16, or 18, 2016**

Your purpose for this speech is to gain experience in front of an audience using personal account/narrative to achieve a specific goal (ex: sharing an experience, building community and understanding with the audience, entertaining, etc.). For this speech, please tell us a brief, personal, *true* story from your life experience. Try to choose a story that has some kind of moral lesson or conveys some relevant point of information to your audience.

1. Please craft a one-page outline to help you through your speech. Please provide an additional copy for your instructor
2. At the top of the outline you must include the following three items:
	* 1. The General Purpose of your speech
		2. The Specific Purpose of your speech
		3. The Primary Audience Outcome of your speech
3. **WHAT: #2- Impromptu Speech** (50 points)

**WHEN: March 10th or 22nd, 2016**
In this speech, you will access the skills you have developed thus far in the course to speak on a topic given to you in class on that day. You will have limited time to craft an organized outline, invent illustrations, and plan what you wish to say to your audience. Your goal is to speak clearly and concisely in a well-organized manner for approx. 1-3 minutes.

1. **WHAT: IPA Quiz** – (40pts)

**WHEN:** **Take home April 12, 2016, due in class April 14, 2016**

1. **WHAT: #3- Character Speech** (50 points)

**WHEN: April 14th, 19th or 21st, 2016**

This speech must be presented by a character created by YOU based on one of the photographs you workshop in class. While the character is fabricated, the information given to the class must be factual and researched (if applicable). I am interested in giving you an opportunity to integrate the tools you are learning in our Voice and Presentation class with your passion for the theater and story. Think of this as a 5-minute one-man, one-act play or monologue. For those of you who are not performance majors, think of this as a unique opportunity to think outside the box!

1. **Type of Speech-** Each student will choose one (1) of the following two (2) types of speeches to present in class **AS AN ORIGINAL CHARACTER (see below):**
	1. **Informative/Teaching Speech**

Your purpose for this speech is to teach us, give us new awareness or new knowledge about something related to your field of study or a particular area of interest for your character (this can certainly overlap with something you are interested in and/or know a lot about.

* 1. **Persuasive/Call to Action speech**

This assignment is intended to draw upon what you have learned telling stories and using illustration, as well as researched info and teaching concepts, to get your audience to take a necessary “next step” on an issue that is important to your character (this can overlap with something you feel strongly about as well).

1. **Visual Aid**- Please use at least one visual aid—poster, handout, model, power point, etc. (Use of the white board or chalkboard in the classroom does not count as a visual aid.)
2. **Outline and Bibliography**- Please make an outline for this speech and provide an additional copy of the outline for your instructor. Please note any sources you used, if applicable. MLA not required.
3. You must include the following somewhere on your outline.
4. General Purpose
5. Specific Purpose
6. Primary Audience Outcome
7. **WHAT: Emailed Reaction Papers** (3x30 points each)

**WHEN: Due the class period following the day you give your speech**

You must provide a 1-2 page, font-Times Roman, double-spaced, typed reaction paper after each of the first three speeches that you give (Personal Narrative, Impromptu, and Character). The paper is **due** **by 5pm on the class day following the day you gave your speech**. *No late papers will be* *accepted*. All papers must be **EMAILED** to detra.payne@uta.edu. What to write about? –You may write about your personal experience as a speaker—how you honestly felt physically and emotionally; if you achieved your objective; how your personal intention for the speech impacted the experience; thoughts on audience interaction and connection; personal feelings on this genre of speech; what you may do differently next time; areas of emerging strength and weakness; etc. Please do not just re-state critiques given to you by the professor. This is your reaction to the speaking experience that you had. Think of it like a journal.

1. **WHAT: “The Moth” In-Class Review** (10 points)

**WHEN: There will be a sign up sheet for this assignment.**

Each student will take one week of The Moth podcast and discuss with the class their thoughts, opinions, likes, dislikes, and questions regarding one (1) of the stories presented. The review must include a brief analysis of the storyteller’s craft (both in vocal delivery and in content structure). This review will happen at the beginning of class. The student may choose whether they would like to present their “review” on the Tuesday or the Thursday of the week for which they are assigned. The Moth releases a new podcast every Tuesday.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**CALENDAR – Voice Performance I: Fundamentals of Presentation – Spring 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DATE** | **IN CLASS** | **WHAT’S DUE?**  | **Pts** | **OUTSIDE CLASS/ OTHER REMARKS**  |
| Tues/Jan 19 | Sign in and Receive Syllabus |
| Thurs/Jan 21 | Introductions, Syllabus, Peer Impressions |  |  | Learn an appropriate joke to share with the class on Thurs, Jan 28 |
| Tues/Jan 26 | Peer Impressions | * **Student Contract**
 |  | Read Second Circle Handout |
| Thurs/ Jan 28 | Vocal Warm up Intro, Joke Presentation, Second Circle | * In-Class Joke
* Second Circle Reading
* Sign up for Personal Narrative Speech
* The Moth
 | 5 |  |
| Tues/Feb. 2 | Vocal Production |  |  | **Vocal Production Take-Home Quiz- DUE next class!***\*Census day 2/3\** |
| Thurs/ Feb. 4 | Components of a Speech and W.A.I.T. | * **Vocal Production Quiz**
* The Moth
 | 35 | Read Intention, Objective, Audience Outcome Handout |
| Tues/ Feb. 9 | Components of a Speech and Interviews | * Handout Reading
* **In-Class** **Speech** **Components Quiz**
 | 35 |  |
| Thurs/Feb. 11 | **#1 Personal Narrative Speech** | * Personal Narrative Speech & Outline- Group 1
* The Moth
 | 50 | **Personal Narrative Reaction Paper is due the class after you give your speech** |
| Tues/Feb 16 | **#1 Personal Narrative Speech** | * Personal Narrative Speech & Outline- Group 2
* Reaction Paper- Group 1
 | 30 |  |
| Thurs/Feb 18 | **#1 Personal Narrative Speech & Debrief** | * Personal Narrative Speech & Outline- Group 3
* Reaction Paper- Group 2
* The Moth
 |  |  |
| **Mon/Feb 22** | **4th week Progress Grades due** |  |  |  |
| Tues/Feb 23 | Geography of Thought | * Reaction Paper- Group 3
 |  |  |
| Thurs/Feb 25 | Story-telling | * The Moth
 |  |  |
| Tues/Mar 1 | Story-telling; The Magic of 3 |  |  | *\*Last day to drop classes\** |
| Thurs/Mar 3 | Story War Game Day | * The Moth
 |  |  |
| Tues/Mar 8 | **#2 Impromptu Speeches**  |  | 50 | Character Photos due Tues, Mar 22 – **Impromptu Reaction paper due the class after you give your speech** |
| Thurs/Mar 10 | **#2 Impromptu Speeches** | * The Moth
* Reaction paper – Group 1
 |  | Have you found your 3 Character Photos yet? DUE: next class  |
| ***NO CLASS******Mar 14-18*** | ***SPRING BREAK*** |  |  |  |
| Tues/Mar 22 | **#2 Impromptu Speeches & Debrief** | * Character Speech Photos
* Reaction paper – Group 2
 |  |  |
| **Wed/Mar 23** | **Midterm (8th week) Progress Grades due** |  |  |  |
| Thurs/Mar 24 | Character Speech Workshop | * Impromptu Speech Reaction Paper – Group 3
* The Moth
 | 30 | Character Speech Homework |
| Tues/Mar 29 | Character Speech Workshop | * Homework
 |  | Character Speech Homework |
| Thurs/Mar 31 | Character Speech Workshop | * Homework
* Last Day to turn in Oral Presentation Essay on *Die Feldermaus* or other event since the beginning of the semester.
* The Moth
 |  | Character Speech Homework |
| Tues/Apr 5 | Character Speech Workshop | * Homework
 |  |  |
| Thurs/Apr 7 | IPA Consonants | * The Moth
 |  |  |
| Tues/Apr 12 | IPA Vowels & Diphthongs |  |  | **IPA Take-Home Quiz** |
| Thurs/Apr 14 |  **#3 – Character Speech** | * **IPA Quiz DUE**
* Speech #3 & Outline- Group 1
* The Moth
 | 35, 50 | **Character Reaction Paper is due the class after you give your speech** |
| Tues/Apr 19 | **#3 – Character Speech** | * Speech #3 & Outline- Group 2
* Reaction Paper- Group 1
 | 30 |  |
| Thurs/Apr 21 |  **#3 – Character Speech & Debrief** | * Speech #3 & Outline- Group 3
* Reaction Paper- Group 2
* The Moth
 |  |  |
|  |  |  |  |  |
| Tues/Apr 26 | In-Class Group Presentation Time | * Reaction Paper- Group 3
* The Moth
 |  |  |
| Thurs/Apr 28 | In-Class Group Presentation Time |  |  |  |
| Tues/May 3 | **Group Presentations** | * **Group Presentations**
* Last Day to turn in Oral Presentation Essay on *Mav Plays – Festival of New Works* or other event since March 4, 2016
 | 100100 |  |
| Thurs/May 5 | Last day of class | * Turn in Team Member Critique Papers
 |  |  |
| **Tue/May 10** | **FINAL EXAM** | * **11:00AM - 1:30PM**
 |  |  |

**\*\* This calendar and syllabus are subject to change at the discretion of the professor depending on the progression and the development of the specific skills to be mastered.**

**FUNDAMENTALS** **OF PRESENTATION |** THEA 1303 - 001 | Spring 2016

3 Credit Hours

TR 11:00 AM – 12:20 PM | Fine Arts Bldg. Room FA174 **|** Instructor: Detra Payne

Dear Student:

Please read, check in the box, and sign/date below. Please turn this page into your instructor **on or before Tuesday, January 26, 2016.**

* I have read and understand the syllabus.
* I understand and agree to adhere to the absence and tardiness policies
* I have read and understand the Attendance/Participation rubric and I understand that **full** participation in all class activities (unless medical or disability documentation is provided) is REQUIRED to pass this course.
* I understand and agree to adhere to the wardrobe requirements.
* I understand and agree to adhere to the hygiene requirements.
* I understand and agree to adhere to the classroom atmosphere policy
* I understand and agree to adhere to the expectations regarding how to offer and listen to feedback.
* I understand the feedback given to me may or may not apply to other students due to our levels of experience, individual learning path, and needs.
* I understand my instructor makes copies of all work turned in.
* I understand there may be amendments, adjustments or addendums to this syllabus, as per the instructor and I agree to follow any and all of them.
* I UNDERSTAND AND AGREE TO ADHERE TO THIS COURSE SYLLABUS.

Signed,

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(Printed name)

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(signed name) (date signed)