

FUNDAMENTALS OF PRESENTATION | THEA 1303-002 | Spring 2019
 3 Credit Hours | Location: FA 258
 Tuesday/Thursday | 8:00 AM - 9:20 AM

Instructor: Felicia Bertch
 Office: Fine Arts Building North 150
 Office Hours: Tuesday/Thursday: 12:30-2:30pm, by appointment
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FACULTY PROFILE

Degree	Major	Institution	Year
MFA	Acting	University of South Carolina	2009
BA	English	Wheaton College	1998
Other related education and experience can be found at www.feliciabertch.com			
UTA Faculty Profile can be found at https://www.uta.edu/profiles/felicia-bertch			

COURSE DESCRIPTION

This course provides instruction in 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 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.

THE 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. Personal Responsibility skills: to include the ability to connect choices, actions and consequences to ethical decision-making.

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 Thursday, January 24.

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.

<u>Signature Assignment #1A: Oral Presentation Essay & Rubric/Final</u>	100 points
<u>Signature Assignment #2: Group Presentation and Peer Assessment</u>	100 points
<u>3 Speeches (Personal Narrative, Informative, Persuasive and/or Impromptu)</u>	50 points x 3
<u>3 Reaction Papers</u>	30 points x 3
<u>Joke</u>	10 points
<u>Vocal Production Quiz</u>	35 points
<u>Speech Components Quiz</u>	20 points
<u>IPA Quiz</u>	40 points
<u>The Moth In-Class Review</u>	5 points
<u>Participation points: 0-5 points per activity 30 classes x 5 possible points</u>	150 points
<u>(Participation points only occur in class. If you are absent from class you lose the points.)</u>	

TOTAL= 700 points

GRADING SCALE

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]

<u>Attendance:</u>	THREE ABSENCES ALLOWED. Each subsequent absence: grade lowered one full letter grade per absence
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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.

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: Tuesday, May 7 by 10:30AM (due by the end of the final examination period)
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.**
2. **WHAT: Group Presentations:** (Presentation & Outline= 100 points)
WHEN: Thursday, May 2 and Tuesday, May 7
Each student will be part of a group presenting information on a topic of historical, intercultural, or social relevance, chosen from a list provided by the instructor of the course. (15-20 minutes)
(Critical Thinking Skills, Communication Skills, Personal Responsibility, Social Responsibility, and Teamwork)
3. **WHAT: Group Presentation Assessment Rubric:** (20 points deducted from Group Presentation grade if not submitted)
WHEN: Tuesday, May 7 by 10:30AM (due by the end of the final examination period)
(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 have 20 points deducted from their Group Presentation Grade for this assignment. Full points will be given only if the rubric is 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: Joke (10 points)**

WHEN: Jan 24

Prepare an appropriate/clean joke to share in front of the class.

2. **WHAT: Vocal Production Quiz (35 points)**

DUE: Feb 5

Take-home quiz.

3. **WHAT: Components of Speech Quiz (20 points)**

WHEN: Feb 7

In-class quiz.

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

WHEN: Feb 12th, Feb 13th, Feb 19th

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.

- a. Please craft a one-page outline to help you through your speech. Please provide an additional copy for your instructor
- b. At the top of the outline you **must** include the following three items:
 - i. The General Purpose of your speech
 - ii. The Specific Purpose of your speech
 - iii. The Primary Audience Outcome of your speech

5. **WHAT: Impromptu Speech (50 points)**

WHEN: Mar 5th, Mar 7th

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.

6. **WHAT: IPA Quiz (40 points)**

DUE: Apr 11th

Take-home quiz.

7. **WHAT: Character/Rockstar Speech (50 points)**

WHEN: Apr 11th, Apr 16th, Apr 18th

This speech must be presented by you, representing an actual Musician. This speech will be your representation of a REAL PERSON and will consist of a speech by that person AND a lip-syncing of an actual song by that person. You will workshop this speech in class. While the character presentation does not have to be a full impression, the information given to the class must be factual and researched (if applicable). All characters must be approved by the professor. I am interested in giving you an opportunity to integrate the tools you are learning in our Fundamentals of Presentation class with your passion for the theater and story. Think of this as a 10-minute one-man, one-act play or monologue. For those of you who are not performance majors, look at this as a unique opportunity to think outside the box!

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

- a. **Informative/Teaching Speech**

Your purpose 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 already know a lot about.)

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

Your purpose is 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).

- II. **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.)
- III. **Lip Syncing-** you will lip-sync a song by this character. Accurate articulation is expected. I realize this will be out of the comfort zone for MOST of you. Think of it as an opportunity to build character (pun intended!). You are permitted to make this a music video. There must be one full minute of lip syncing whether in person or on video. You are also permitted to actually sing if that is of interest to you.
- IV. **Outline and Bibliography-** Please make an outline and provide an additional copy to your instructor. Please note any sources you used, if applicable. MLA not required.
- V. You must include the following somewhere on your outline.
 - i. General Purpose
 - ii. Specific Purpose
 - iii. Primary Audience Outcome

8. **WHAT: Emailed Reaction Papers** (30 points each)

WHEN: Due by 5pm on the day of the class following the giving of your speech

You must provide a minimum 2-paragraph 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 bertch@uta.edu. PLEASE NOTE: your paper must have a time signature no later than 5:00PM on the day it is due in my email inbox. Please make sure you send the paper from your UTA email account. In the event that there is a server error, the university tech team will be able to notify me that your email was out of service for the assignment.

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.

9. **WHAT: “The Moth” In-Class Discussion** (5 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.

- **DO NOT SUMMARIZE THE STORY:** you can assume that everyone in the class listened to the story as well.
- The review must include a brief analysis of the storyteller’s craft which MAY include:
 - **Vocal Delivery:** was their voice varied and dynamic? Was their rate of speech appropriate and easy to follow? Did their vocal quality support the story or was it distracting?
 - **Content:** was there an identifiable structure to the story? Was it focused? How did the structure of the storytelling help or hinder the purpose of the story? Did the storyteller structure their story to use the time effectively? How did the style, grammar and/or language of the storyteller help or hinder their story?
 - **Impact:** were you affected by the story? Why or why not? Did you empathize with the storyteller? Why or why not?

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. If I find that students are not listening to the weekly podcast, I will conduct pop quizzes that will affect the attendance/participation points for that class period.

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: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each 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** Both Absences and Tardies will begin to accrue on the first day of classes or on the first class following your official date of enrollment (through late enrollment), as documented by the departmental advisor. It is up to the student to make up any missed reading and assignments due to late enrollment. **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, especially if the student arrives after the class role is taken. **NOTE:** While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.
3. 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.
4. **MISSED 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.** 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.
 - Up to 5 minutes late to class, you will lose 2 participation points for the day.
 - 6 to 10 minutes late for class, you will lose all 5 participation points for the day.
 - 11-15 minutes late for class, you will lose all 5 participation points for the day AND be counted for ½ of an absence.
 - **16+ minutes late for class, you will lose all participation points and be counted as absent for the day.**
6. 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.

7. Illness & Accidents: If you miss class because of an illness or accident *and* present a doctor's statement attesting to your illness or an official notice of the accident, then you may make up missed work. HOWEVER, it only means that you have used up one of your ALLOWED absences. It does NOT mean that you are permitted an "extra" absence besides the three (3) allowed. ALL absences shall affect daily participation points.
8. 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 #6 above for policies. **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.
9. 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.
10. 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 are present 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 be assigned a presentation 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 extra days are needed to finish speeches that have taken more time than anticipated.
11. 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.
12. 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.
13. 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.
14. Physical Contact: Physical contact may be utilized in this class by the teacher and students to explore specific concepts, to facilitate student comprehension, and as a means of giving and receiving feedback. Students have the right to ask not to be touched at any given time, without incurring any social or academic penalty. If requested, the teacher will adjust activities or find other alternatives for exercises involving physical contact. If there are ongoing circumstances affecting a student's approach or response to touch in the classroom, or should such a situation arise over the course of the semester,

the student should communicate their needs to the teacher or through an advocating organization (e.g. CSS) as is most comfortable. Some examples of how physical touch may be used by the instructor in order to instruct students are:

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|--|--|
| a. Postural and muscular correction | and physical patterns |
| b. Demonstration of exercises | g. Flexibility |
| c. Safe and effective motion | h. Mobility |
| d. Alignment | i. Relaxation |
| e. Breathing | j. Awareness of emotional and behavioral |
| f. Identification of habitual tensions | |
| k. responses | |
15. 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 => $120 \div 2$ => 60oz of water/day)
 16. 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.
 17. 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.
 18. Electronic device use: Electronic device use of ANY kind is prohibited in class. If you expect that you will need to make or receive a call or text 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 removed from class and marked absent (you are not truly present because you are not engaged).
 19. 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. 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!
 20. 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/>).
 21. Disability Accommodation: UT Arlington 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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 or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

22. Non-Discrimination Policy: *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*
23. Title IX: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu*
24. 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 in their courses by 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.** Additional information is available at <https://www.uta.edu/conduct/>. Students are encouraged to review these guides on plagiarism <http://libguides.uta.edu/researchprocess/plagiarism> <http://libguides.uta.edu/copyright/plagiarism>
25. 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>.
26. Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

27. Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.
28. Final Review Week: For semester-long courses, 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.
29. 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.
30. 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 <http://www.uta.edu/universitycollege/resources/index.php>.
31. 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/> 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/.
32. 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.
33. 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!

CALENDAR –Fundamentals of Presentation – Spring 2019

	DATE	IN CLASS	WHAT'S DUE?	Pts	OUTSIDE CLASS/ OTHER REMARKS
1	Tues/Jan 15	<input type="checkbox"/> CLASS AT HOME: Listen to Michael Massamino Moth Podcast and watch videos (on Blackboard)			<input type="checkbox"/> Learn an <u>appropriate</u> joke to share in class on Thur, Jan 24 <input type="checkbox"/> Signed Student Contract: due Thur, Jan 24
2	Thur/Jan 17	<input type="checkbox"/> CLASS AT HOME: Read Second Circle Handout (on Blackboard)			
3	Tues/Jan 22	<input type="checkbox"/> Introductions <input type="checkbox"/> Syllabus <input type="checkbox"/> Rapid-Fire Peer Impressions			<input type="checkbox"/> Prepare joke for next class <input type="checkbox"/> Signed Student Contract due next class
4	Thur/Jan 24	<input type="checkbox"/> Vocal Warm Up <input type="checkbox"/> Joke Presentation <input type="checkbox"/> Second Circle & Presence	<input type="checkbox"/> In-Class Joke <input type="checkbox"/> Second Circle Reading <input type="checkbox"/> Student Contract DUE <input type="checkbox"/> Sign up for Personal Narrative Speech	10	<input type="checkbox"/> Come prepared to be outside for our next class- bring a jacket/blanket if applicable*
5	Tues/Jan 29	<input type="checkbox"/> Story-telling (outside, weather permitting)	<input type="checkbox"/> The Moth		
6	Thur/Jan 31	<input type="checkbox"/> Vocal Production		35	<input type="checkbox"/> Vocal Production Take-Home Quiz- DUE next class
7	Tues/Feb 5	<input type="checkbox"/> Components of a Speech and Prepare Interviews	<input type="checkbox"/> The Moth <input type="checkbox"/> Vocal Production Quiz <input type="checkbox"/> In-Class Speech Components Quiz	20	<input type="checkbox"/> Components of Speech Interview- DUE next class <input type="checkbox"/> Read Intention, Objective, Audience Outcome Handout
8	Thur/Feb 7	<input type="checkbox"/> Components of Speech Interviews <input type="checkbox"/> Intention, Objective, and Primary Audience Outcome	<input type="checkbox"/> Components of Speech Interviews	5	<input type="checkbox"/> Character Photo due Thur, Mar 7
9	Tues/Feb 12	<input type="checkbox"/> Personal Narrative Speech	<input type="checkbox"/> The Moth <input type="checkbox"/> Personal Narrative Speech & Outline- Group 1	50	<input type="checkbox"/> Personal Narrative Reaction Paper is due the class after your speech
10	Thur/Feb 14	<input type="checkbox"/> Personal Narrative Speech	<input type="checkbox"/> Personal Narrative Speech & Outline- Group 2 <input type="checkbox"/> Speech Reaction Paper- Group 1 (by 5pm)	30	
11	Tues/Feb 19	<input type="checkbox"/> Personal Narrative Speech <input type="checkbox"/> Debrief	<input type="checkbox"/> The Moth <input type="checkbox"/> Personal Narrative Speech & Outline- Group 3 <input type="checkbox"/> Speech Reaction Paper- Group 2 (by 5pm)		
12	Thur/Feb 21	<input type="checkbox"/> Story-telling: The Magic of 3 & Story War	<input type="checkbox"/> Speech Reaction Paper- Group 3 (by 5pm)		<input type="checkbox"/> Character Photo due Thur, Mar 7
13	Tues/Feb 26	<input type="checkbox"/> Story War Game Day <input type="checkbox"/> Practice Impromptu Speeches	<input type="checkbox"/> The Moth		
14	Thur/Feb 28	<input type="checkbox"/> Practice Impromptu Speeches			
15	Tues/Mar 5	<input type="checkbox"/> Practice Impromptu Speeches <input type="checkbox"/> Begin Impromptu	<input type="checkbox"/> The Moth <input type="checkbox"/> Impromptu Speech	50	<input type="checkbox"/> Have you found your Character Photos yet? DUE next class

		Speeches			<input type="checkbox"/> Impromptu Reaction Paper is due the class after your speech
16	Thur/Mar 7	<input type="checkbox"/> Impromptu Speeches	<input type="checkbox"/> Impromptu Speech <input type="checkbox"/> Speech Reaction Paper (by 5pm) <input type="checkbox"/> Turn in copy of Rockstar Photo(s)		<input type="checkbox"/> 3 Character Facts due Thur, Mar 21
	Tues/Mar 12	SPRING BREAK			
	Thur/Mar 14				
17	Tues/Mar 19	<input type="checkbox"/> Group Presentation Time	<input type="checkbox"/> The Moth <input type="checkbox"/> Impromptu Speech Reaction Paper (by 5pm)	30	<input type="checkbox"/> 3 Character Facts due next class
18	Thur/Mar 21	<input type="checkbox"/> Character Speech Workshop	<input type="checkbox"/> BRING PHOTOS again <input type="checkbox"/> 3 Rockstar Facts		<input type="checkbox"/> Character Speech Homework
19	Tues/Mar 26	<input type="checkbox"/> Character Speech Workshop	<input type="checkbox"/> The Moth <input type="checkbox"/> Homework		<input type="checkbox"/> Character Speech Homework
20	Thur/Mar 28	<input type="checkbox"/> Character Speech Workshop	<input type="checkbox"/> Homework		<input type="checkbox"/> Character Speech Homework
21	Tues/Apr 2	<input type="checkbox"/> Character Speech Workshop <input type="checkbox"/> IPA	<input type="checkbox"/> The Moth <input type="checkbox"/> Homework		
22	Thur/Apr 4	<input type="checkbox"/> IPA Consonants/Vowels			
23	Tues/Apr 9	<input type="checkbox"/> IPA Diphthongs <input type="checkbox"/> Group Presentation Time	<input type="checkbox"/> The Moth		<input type="checkbox"/> IPA Take-Home Quiz
24	Thur/Apr 11	<input type="checkbox"/> Character Speech	<input type="checkbox"/> IPA Quiz DUE <input type="checkbox"/> Character Speech & Outline- Group 1	40 50	<input type="checkbox"/> Speech #3 Reaction Paper is due the class after your speech
25	Tues/Apr 16	<input type="checkbox"/> Character Speech	<input type="checkbox"/> The Moth <input type="checkbox"/> Character Speech & Outline- Group 2 <input type="checkbox"/> Reaction Paper- Group 1 (by 5pm)	30	
26	Thur/Apr 18	<input type="checkbox"/> Character Speech	<input type="checkbox"/> Character Speech & Outline- Group 3 <input type="checkbox"/> Reaction Paper- Group 2 (by 5pm)		
27	Tues/Apr 23	<input type="checkbox"/> Group Presentation Time	<input type="checkbox"/> The Moth <input type="checkbox"/> Reaction Paper- Group 3 (by 5pm)		
28	Thur/Apr 25	<input type="checkbox"/> Group Presentation Time			
29	Tues/Apr 30	<input type="checkbox"/> Group Presentations	The Moth		<input type="checkbox"/> Group Presentation DUE next class
30	Thur/May 2	<input type="checkbox"/> Group Presentations	<input type="checkbox"/> Group Presentation DUE	100	
	Tues/May 7	FINAL- ORAL PRESENTATION ESSAY DUE BY 10:30AM	<input type="checkbox"/> Oral Presentation Essay <input type="checkbox"/> Peer Evaluations of Pres. <input type="checkbox"/> Group Presentation (If not completed on May 2)	100	

*** 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 – 002 | Spring 2019

3 Credit Hours

TR 8:00 AM – 9:20 AM | Instructor: Felicia Bertch

Dear Student:

Please read, check in the box, and sign/date below. Please turn this page into your instructor **on or before Thursday, January 24, 2019.**

- ☐ 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 electronic device policy.**
- ☐ 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 AND AGREE TO ADHERE TO THIS COURSE SYLLABUS.

Signed,

(Printed name)

(signed name)

(date signed)