

COMM 2060.002: Spring 2026

Syllabus – Exported from Canvas Module

Professor: Dr. Elizabeth M. Melton (she/her)

- Office: GAB 320 A (super easy to find... it's right across the hall from the blackbox!)
- In-Person Office Hours: T/Th 2:00 – 5:00 PM and by appointment
You are more welcome to visit me or drop by my office. Office hours are YOUR time. You can ask questions, chat, or just say hi.
- Virtual Office Hours: M-F by appointment (link posted on Canvas)

Course Description

COMM 2060 is an intermediate level Communication Studies course designed by Dr. Holley Vaughn to familiarize students with the discipline of Performance Studies as well as the study of literature through performance. The primary goal of this course is to facilitate critical thinking about performance and, reciprocally, to use the *doing of performance itself* as a method of critical inquiry. The discipline of Performance Studies broadly employs the notion of performance as both a *method and a metaphor* for understanding human behavior. You do not need any formal acting training, “talent”, or theater experience to be successful in this class. To the contrary, this course is predicated on the assumption that we are *all already* performers. It is my sincere belief that learning to critically interpret and perform different types of literary texts teaches us a great deal about our own lives and the lives of others.

Course Objectives:

- - Discover how performance is integral to our everyday lives,
 - Investigate how aesthetic communication shapes and is shaped by culture
 - Analyze and perform someone else’s story
 - Analyze and perform poetry
 - Study the historical avant-garde
 - Create performance art

University Core Objectives:

- - Sharpen oral & written communication skills
 - Develop critical thinking skills
 - Enhance teamwork abilities

- Foster an awareness of social & civic responsibility

Prerequisites

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:

- Be willing to take risks and try something new!
- Craft thorough and thoughtful written responses that are edited for style and content.
- Memorize the content of you major performances well in advance of your final performance.
- Cite sources, giving credit to where you obtain information.
- Make the commitment to spend *at least* 6-8 hours, per week, outside of class for reading the textbook, reflecting on the material covered in lecture, working on you major assignments, & rehearsing your performances.

Required Textbook for the Course:

Pelias & Shaffer's *Performance Studies: The Interpretation of Aesthetic Texts* will be the primary textbook for this class. ***Be sure to get the correct edition*** The complete citation & ISBN # is as follows:

- - Pelias, Ronald and Tracy Stevenson Shaffer. *Performance Studies: The Interpretation of Aesthetic Texts 2nd ed.* Kendall Hunt Publishing Company, 2007.
 - **ISBN: 9781465254719**

You need to procure the textbook as soon as possible. Below are some recommendations for procuring the textbook:

- *Feel free to rent the book instead of buying it.*
- There are copies in stock at [Voertman's Links to an external site.](#), a local book store in Denton.
- I DO NOT recommend getting the book through Amazon.
 - Whenever I check Amazon the price is almost always OUTRAGEOUS and the shipping time is ridiculous.
- **There is also a copy on reserve in the [Communication Studies Library Links to an external site.](#) located in GAB 318.**
 - **Although you cannot check the book out, you are free to read it in the library and/or request PDF copies of specific chapters in accordance with Copyright and Academic Fair Use policies.**
 - **Book Scan Request - email COMMLibrary@unt.edu**

- Here are PDF's of the first two chapters just in case you are having a hard time getting the textbook:
 - [Chapters 1 and 2.pdf](#)Download Chapters 1 and 2.pdf

Text for Poetry Performance:

You will select, memorize, analyze, and perform a poem in Unit 2: Performing Poetry. You must claim the poem you would like to perform **early** in the semester. Poetry selections are first come first serve. You may not select a poem after one of your classmates has already claimed it.

You have two texts from which to select your poem:

1) *Comm 2060 Poetry Packet*

- [Poetry Packet 23.docx](#) Download Poetry Packet 23.docx

2) *Spoon River Anthology* by Edgar Lee Masters.

- Masters, Edgar Lee. *Spoon River Anthology: An Annotated Edition*. Urbana and Chicago: U of Illinois Press, 1992.
 - Link to FREE [online Version of Spoon River](#)Links to an external site. *note that the online version does not contain the annotations*
 - *Spoon River Anthology* is also on reserve in the [Communication Studies Library](#) located in GAB 318.
 - Although you cannot check the book out, you are free to read it in the library and/or request PDF copies of specific chapters in accordance with Copyright and Academic Fair Use policies.

Office Hours

I am dedicated to your success in this class! I am MORE than happy to help you with your performances and assignments outside of class time.

I have set up weekly office hours for you to come by my office, or drop into my Zoom room, for any assistance you may need.

I dedicate 5 hours a week, *outside of class time*, to help you out. This means that, over the course the semester, I dedicate an additional **75 hours**, outside of class

time, *specifically to help you*. If my drop in hours don't align with your schedule, I will try to find another time to meet with you. Just email me or talk to me in person and we can set a time to meet virtually or in person.

- If you are intrigued by things we are talking about in class, then DROP IN and talk to me about it! I love this stuff!
- If you are confused about an upcoming assignment, then DROP IN and talk to me about it! I am happy to help and sometimes a quick conversation is WAY WAY WAY more efficient & productive than a string of emails.
- If you miss class and want to know what you missed, then DROP IN and I'll talk you through the key points. I will NOT respond to emails asking "what did I miss?" Do you really want me to cover an entire class in an email anyway? No. (Trust me, you don't.)
- If you are nervous about an upcoming performance, then DROP IN! I totally understand public speaking anxiety and stage fright. Trust me, it is totally normal and I get anxiety & stage fright too! I will help you practice and give you pro-tips on dealing with the nerves.
- If you are feeling overwhelmed or are experiencing major hardship, then DROP IN. We are all living through incredibly difficult times. Sometimes life stuff gets in the way of school stuff- for you and for me. The best advice I can give you is:
 - **Instead of checking out, check in- the sooner, the better.** My primary concern is for your safety and well-being. As a UNT student, you have access to a wealth of resources and a vast team of incredibly capable professionals whose *entire job* is to help you navigate college life and the crises that often come with it. I can help you access those resources and then make contingency plans for your progress in this class if need be.

*Again, I have dedicated an additional 75 hours this semester, in addition to our 48 hours of in-class meetings, to ensuring your success in this course, **BUT... IT IS YOUR RESPONSIBILITY TO SHOW UP.** I am not a mind reader. You have to check in with me so that I can help you accomplish your goals for this class.*

Office hours are:

Dr. Melton (she/her):

- Tuesday AND Thursday 2:00-4:30 PM
- Office Location: 320 A (this is directly across the hall from our classroom!)
ZOOM: <https://unt.zoom.us/j/5298372323>

Attendance, Participation & Preparation

Attendance, Participation & Preparation: 20% of your overall grade (200 points)

Learning is a social process. In order for this class to be successful, both your attendance and participation are imperative. This class is constructed in a way that is similar to a seminar- in that, both students and instructors perform the roles of teachers and learners simultaneously. In other words, we are constantly learning from each other. This is only possible if everyone shows up, prepares in advance, and fully participates in class.

I expect you to give thoughtful attention to the assigned readings, assume a constructive role in class discussions, ask questions, engage the ideas of others, and share your own insights. You will have a participation assignments every time you are in class. Your success in this course is contingent on successful performances, quizzes, workshops, papers, video responses, AS WELL AS your productive participation as an audience member for your classmates' performances.

Class Structure & Participation:

This class is heavily oriented toward discussion and requires you to actively participate every time we meet in class. In order to make our time together meaningful, I expect the following:

- **Be on time.**
- **Be fully present.** I expect you to fully engage with me & your classmates during class. Please, put your phone/tech away unless we ask you to use it explicitly for class purposes.
- **Read.** In order to be successful in this course you will need to come to class prepared, readings completed, and ready to engage in discussion. Make no mistake, your active participation is expected.
- **Participate.** Participating in class discussion is vital. Your voice and your perspective is important. *Your story matters.* Your classmates' voices and perspectives are important. *Their stories matter.* It is important that everyone engages with course content and that we all sincerely and respectfully attend to each others stories with care.

- **You will receive participation points every time you are scheduled to be in class.** Participation points can only be earned by attending the entire class period & completing the in-class assignment for that day. If you are more than 15 minutes late to class, then you cannot earn the points. If you leave class early, then you cannot earn the points. If you spend the class time scrolling on your phone, you will not receive the full points. Contribute to the class in a meaningful way to receive full points. The only way to make up the points for missing class is by doing extra credit assignments.
 - **Participation points vary per class period-** All attendance and participation points are not equal. There will be several class periods during the semester where you are required to work with your group or your partner. It is imperative that you attend class on these days because other people are relying on you to complete their work. On partner/group work days the participation points will be higher. Put another way, partner/group work days are **expensive** days to miss.

Make no mistake- I expect you to attend class. I interpret excessive absences as willful and wanton disrespect towards our class community. If you choose not to attend class then your grade will be adversely affected.

Attendance & participation points can only be earned by attending the entire class period & completing the in class assignment for that day. If you miss class for any reason, then you do not earn the points. If you are more than 15 minutes late to class, then you cannot earn the points. If you leave class early, then you cannot earn the points. The only way to make up the points for missing class is by doing extra credit assignments.

Point Summary:

Your final grade is based on a 1000 point scale.

Unit 1 Overview: Stories, Empathy, and Everyday Life Performance	380 points
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Video Response 1- Ch 1 Probe 1	10 points
Video Response 2- Symbols, Language & Power	15 points
Oral Rough Draft of Story	25 points
Oral Second Draft of Story	25 points
Storytelling Performance	50 points
Video Upload of Live Storytelling Performance	5 points
Transcription	50 points
Everyday Life Performance	100 points
Unit 1 Analysis, Reflection & Evaluation Video Essay	100 points
Unit 2: Poetry Unit Overview	410 points
Poetry Selection	5 points
Poetry Memorization Video	10 points
Final Poetry Rehearsal	15 points
Poetry Workshop	25 points
Dramatic Analysis	115 points
Poetry Performance	100 points
Group Contract	5 Points
Mandatory Meeting Minutes 1	5 points
Mandatory Meeting Minutes 2	5 points
Mandatory Meeting Minutes 3	5 points

Mandatory Meeting Minutes 4	5 points
Team Rehearsal Video	15 points
Team Poetry Project	100 points
Participation & Preparation	205 Points Total
Attendance & Participation	100 points
Reading Quizzes	105 points

Grading Scale for Course:

- A = 900-1000 points
- B= 800- 899 points
- C= 700-799 points
- D= 600-699 points
- F= 590 points and below

Grading Criteria for Major Assignments:

In order to ensure fairness and avoid grade inflation, we use the following guidelines for final assessment:

- **A- 90-100%:** Excellent, demonstrably outstanding work. The student has consistently demonstrated mastery of the material. The work submitted is significantly distinguished above the work of their peers. The student performs *well* above the minimum criteria for the assignment in a creative, innovative, and academically rigorous way.
- **B- 80-89%:** Good, impressive work. The student demonstrates mastery the material. The student performs above the minimum criteria for the assignment in an insightful and thoughtful way.
- **C- 70-79%:** Solid, college-level work. A grade of C indicates that the student has met the minimum requirements for the assignment.

- **D- 60-69%:** Below average work. The student has not demonstrated mastery of the material and/or fails to meet minimum criteria of the assignment
- **F- 59% or below:** Failing grade. Sub-par work. The student has not demonstrated mastery of the material, fails to meet two or more of minimum criteria of the assignment, and/or does not complete the assignment.

*****PLEASE NOTE*****

- A's are reserved for exceptional work. I reserve A's for those papers and performances that I would rather watch/read than eat chocolate or drink beer.
- Completing the minimum criteria on a major assignment represents average, satisfactory, C level work.
- It is imperative that you pay close attention to due dates, assignment descriptions, and grading rubrics for all assignments and performance projects. Willful ignorance or haphazard attention to all of the information provided to you on Canvas does not "magically" preclude you from the grading criteria. It is **your** responsibility to thoroughly read through each unit overview, each assignment description, and pay close attention to each due date. It is **your** responsibility to seek clarification regarding grading criteria, due dates, or course concepts you may be struggling with **well before an assignment is due**. This is college. It is supposed to be challenging. It is supposed to stretch your thinking. You are a fully grown adult who signed up for this. I expect you to handle yourself accordingly.

Grade Disputes

You are required to wait 48 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me. You should come to your scheduled meeting with specific examples that provide concrete evidence for the argument that you earned a higher grade than you received based on the grading criteria of the assignment. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

Extra Credit

You can earn up to 50 extra credit points in the course. I provide numerous extra credit opportunities throughout the semester and I offer a variety of ways for you to achieve those points. The 50 possible points you can earn through these additional extra credit

opportunities is a surefire way to move your grade in the course up a letter grade (i.e. from a C to a B or from a B to an A). In short, if you are on the cusp of a letter grade shift, the extra credit opportunities allow you to increase your total grade in the class by 5%. ***No final average will be rounded up unless the student has completed all possible 50 additional extra credit points.***

Policy on Incomplete

Per UNT policy, an “Incomplete” will be award only in cases where 75% of the coursework has been completed AND the grade is warranted by a legitimate, well-documented, excuse (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete. To request an incomplete please set up a meeting with me prior to finals week.

Grading Scale for Course:

Your final grade is based on a 1000 Point scale

- A = 900-1000 points
- B= 800- 899 points
- C= 700-799 points
- D= 600-699 points
- F= 590 points and below

Late Work:

You will have an automatic, no penalty, 48 hour grace period ***for major assignments that are submitted through Canvas.*** After the the 48 hour grace period has expired, you will not be granted an extension. ***Please note that this only applies to major assignments submitted through Canvas and does NOT apply to any in class assignments such as quizzes, discussions, workshops or performances.***

Grading Criteria for Major Assignments:

In order to ensure fairness and avoid grade inflation, we use the following guidelines for final assessment:

- **A- 90-100%:** Excellent, demonstrably outstanding work. The student has consistently demonstrated mastery of the material. The work submitted is significantly distinguished above the work of their peers. The student performs *well* above the minimum criteria for the assignment in a creative, innovative, and academically rigorous way.
- **B- 80-89%:** Good, impressive work. The student demonstrates mastery the material. The student performs above the minimum criteria for the assignment in an insightful and thoughtful way.
- **C- 70-79%:** Solid, college-level work. A grade of C indicates that the student has met the minimum requirements for the assignment.
- **D- 60-69%:** Below average work. The student has not demonstrated mastery of the material and/or fails to meet minimum criteria of the assignment
- **F- 59% or below:** Failing grade. Sub-par work. The student has not demonstrated mastery of the material, fails to meet two or more of minimum criteria of the assignment, and/or does not complete the assignment.

*****PLEASE NOTE*****

- A's are reserved for exceptional work.
- Completing the minimum criteria on a major assignment represents average, satisfactory, C level work.
- It is imperative that you pay close attention to due dates, assignment descriptions, and grading rubrics for all assignments and performance projects. Willful ignorance or haphazard attention to all of the information provided to you on Canvas does not "magically" preclude you from the grading criteria. It is **your** responsibility to thoroughly read through each unit overview, each assignment description, and pay close attention to each due date. It is **your** responsibility to seek clarification regarding grading criteria, due dates, or course concepts you may be struggling with **well before an assignment is due**. This is college. It is supposed to be challenging. It is supposed to stretch your thinking. You are a fully grown adult who signed up for this. We expect you to handle yourself accordingly.

Overview of the Course

Unit 1: Stories, Everyday Life Performance, & Radical Empathy

In Unit 1 we will look at how we live our lives in literary and performative ways. We will address how aesthetic communication and performance is central to our daily lives. We will learn about how we are all already performers and discover how performance is part and parcel of being human. Specifically, we will examine the many roles we play in our everyday lives and investigate how stories and storytelling are at the heart of our intersecting identities and cultures. In addition to in class activities, you will have reading quizzes from the Pelias & Shaffer textbook for the following chapters: Ch.1, Ch. 2, Ch. 4, Ch 9 & Ch.7.

You have 2 major performance assignments in this unit. The first major performance assignment is an individual Storytelling performance. The second major performance assignment in the unit is an Everyday Life Performance in which you will perform your partner's story. For the application portion of this unit, you will create a detailed transcript for the performance. You will have an Analysis, Reflection, & Evaluation exam as at the end of the unit.

Unit 2: Performing Poetry

In Unit 2 we will turn our attention to a specific form of aesthetic communication: poetry. We will explore a variety of poetic conventions, investigate how poetry operates in the world, learn how to analyze poetry through the process of dramatic analysis, and perform poetry. In addition to in class activities, you will have reading quizzes from the Pelias & Shaffer textbook for the following chapters: Ch. 6, Ch. 8, & and other assigned readings.

Your major individual performance for this unit is a live performance of poetry. You will select & memorize a poem from the *Comm 2060 Poetry Packet or Spoon River Anthology*. Your application assignment for this unit consists of a 2-part analysis of your poem. You will completely embody that analysis in a workshop with your classmates and instructor (me) prior to your final performance.

Your major group presentation/performance is your final major performance for this class. You will learn more about this assignment later in the semester.

Tips for Success

Class Reading & Outlines:

It is vital to your success in this course to keep up with weekly readings in the Pelias & Shaffer textbook. You should anticipate pop quizzes over the readings in class as part of your participation grade.

In addition to reading chapters in the Pelias and Shaffer textbook, you are *strongly* encouraged to complete a **handwritten, formal, detailed** outline of the chapter *before* we discuss it in class. The practice of outlining your readings before class **by hand** ensures that you are prepared for our class discussions, reading quizzes, and provides you with an organized review sheet for your application, analysis, and reflection assignments at the end of each unit. **Trust me, taking the time to outline the chapter readings in advance, saves you a ton of time latter.**

In order to incentivize the good practice of outlining your readings before class, I will offer you up to 5 points of extra credit per assigned chapter. In order to be eligible for these points, you must take a picture of your **handwritten, formal, detailed** outline and upload it to Canvas **before class begins.**

Workshops:

Workshops are designed to help you! Think of workshops as a practice round prior to your final performance. Your enthusiastic participation in each workshop is vital to completing a successful final performance. Come to the workshop meeting with an open mind, a willingness to play with your own ideas, and to experiment with suggestions.

During your workshop, you will perform your poem for myself and your classmates. You must be **completely memorized** AND make **at least three** choices regarding staging. You need to demonstrate that you have rehearsed this performance several times prior to your workshop. After you perform, you will receive feedback.

Analysis, Reflections & Exams:

You will complete an Analysis, Reflection & Evaluation exams over each unit in the course. Instead of "traditional", multiple-choice exams, application exams are designed for you to see how the concepts we are exploring in class operate in the world, to see how different artists or public figures utilize aesthetic communication in their work, to enhance your critical thinking acumen, and to hone your communication skills.

These exams will take some time so please plan accordingly. Application exams are worth just as many points as your performances, so please do not put them off until the last minute. I expect it will take you **several hours** to look through the material in each prompt, review relevant course concepts, and formulate your ideas. After you have taken the time to process & plan, you should construct a loose outline that will guide you as you speak or write. Your response should have some sort of introduction, a preview statement that lists the main points you want to cover, a thorough & thoughtful discussion of the questions you are given, and a conclusion.

You can submit your application exams orally via a video or you may write a formal essay. I anticipate that a video response will be roughly 7-8 minutes in length or longer if you have more to say. The maximum amount of time for a video is 14 minutes. You must orally cite your sources in a video response. I expect an essay should be 4-6 pages in

length (double-spaced, 12 point Times New Roman font, 1 inch margins) or longer if you have more to say. The maximum page length for an essay response is 8 pages. You must use APA or MLA format to cite your sources and include a bibliography.

Extra Credit

I am the extra credit fairy! You may earn up to 50 TOTAL extra credit points in the course. I provide numerous extra credit opportunities throughout the semester and I offer a variety of ways for you to achieve those points. The 50 possible points you can earn through additional extra credit activities provides you with surefire way to move your grade in the course up an entire letter grade (i.e. from a C to a B or from a B to an A). In short, if you are on the cusp of a letter grade shift, the extra credit opportunities allow you to increase your total grade in the class by 10%. Extra credit is also designed to C.Y.A. if you didn't do as well as you wanted on a major assignment or if you need to make up attendance/participation points. *No final average will be rounded up unless the student has completed all possible 50 extra credit points.*

Please thoroughly review the [Extra Credit](#) module on Canvas for more details on the *numerous* extra credit opportunities available to you.

Course Policies

AI Policy:

Prohibited Use

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools (e.g., Claude, ChatGPT, Gemini) is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy.

Late Work Policy

You will have an automatic 48 hour grace period *for major assignments that are submitted through Canvas*. After the the 48 hour grace period has expired, you will not be granted an extension. *Please note that this only applies to major assignments submitted through Canvas and does NOT apply to any in class assignments such as quizzes, discussions, workshops or performances.*

Missed Work & Incomplete Grades

I am in no way shape or form responsible for your missed work. You are responsible for keeping up with the course and course changes. Be sure to keep up with your readings and contact me for clarity regarding our course conversation. If you have concerns about missed content please visit me during office hours. I will not respond to “What did I miss?” emails.

Per university policy, I will award grades of “Incomplete” only in cases where a student has completed 75% of the coursework AND they have a documented and approved reason for requesting the incomplete. Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete.

Academic Conduct

This is a communication course, which means you are required to communicate. I expect you show up prepared and participate in class discussions. I do not shy away from controversial topics in class and neither should you. Remember, the primary goal of this course is to facilitate critical thinking about performance and through performance; therefore, I expect and encourage rigorous debate.

[Texas Senate Bill 17](#)[Links to an external site.](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations regarding academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics pertaining to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

Feel free to make robust arguments, **but you must respect your classmates. Ideas can be debated, but people may not be defamed. Overtly racist, sexist, homophobic, and transphobic comments will not be tolerated. At all. Ever.** If you choose to engage in hateful or violent discourse, you will be asked to leave class immediately and I will follow the proper procedures for reprimand according to the Student Code of Conduct.

Inclusive Learning Environment

Learning about, exploring, and applying performance theories means reflecting on and engaging with the real world and its local and global contexts. Complex and contentious issues appear in our course materials.

This means we may discuss a range of difficult topics as they pertain to key themes covered in the course. With this in mind, we will enter into conversation with one another and develop a collective performance praxis that requires a shared foundation of respect and courtesy. We will develop a class contract early in the semester that will serve as a living document on how we choose to proceed over the course of the semester. I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student ConductLinks to an external site.](https://policy.unt.edu/policy/07-012)) ([https://policy.unt.edu/policy/07-012Links to an external site.](https://policy.unt.edu/policy/07-012)). Failure to adhere to the class's code of conduct could result in removal from the course.

In my role as the instructor I will work to provide the following: 1) a positive, inclusive learning environment that fosters the open and honest sharing of ideas; 2) a safe and creative space where you can workshop ideas and performances; 3) the timely sharing of assignments, due dates, and grading rubrics; 4) assignment feedback that helps you meet the requirements of the course.

Consent Policy

This course will encourage open and robust discussions on issues and ideas without fear that any statements made will be used for inappropriate or retaliatory purposes. To ensure the comfort and protection of everyone in our classroom, recording of any kind is prohibited in this space (this includes audio recordings, live-streaming, photographs of course materials, etc.) unless a student has an approved accommodation from the Office of Disability Access (ODA). In such cases, all students in the course will be notified whenever recording will be taking place. *Anything you do someone's body OR the image of someone's voice/body, requires explicit, enthusiastic, affirmative, consent.* **Under no circumstances are you allowed to post ANYTHING that goes on during class online without the explicit consent of both the instructor and the folks being filmed.** Failure to adhere to this policy will be interpreted as a violation of privacy rights and will be dealt with in accordance to the legal directives of UNT policy.

Don't Do Dumb Stuff in Class Policy

Do not brandish weapons of ANY kind in class!!!! Do not bring any drugs, alcohol, or drug paraphernalia to class!!! Do not bring live animals (or recently ceased to be alive animals) to class!!!!

Phone Policy

Turn off your cell phone prior to class. Do not futz around on your phone during class- it is incredibly rude. You are expected to put your phones away during class- not on your desk, not in your lap, but completely out of sight. If you have some sort of emergency or legitimate reason to have your phone out during class, then let me *and* your TA know prior to the beginning of class, and we will happily accommodate you. We monitor the room for cell phone use during class. If you are messing around on your phone out during class, then you will lose participation points.

Moreover, a cell phone ringing or vibrating during someone's performance is a major distraction for both the performer and the audience. Such interruptions are, at best, disrespectful of others and, at worst, undermine your classmate's performance. You are responsible for turning off your phone every time you come to lecture and recitation. ***If your phone dings during a classmate's performance, then your performance will be marked down one letter grade.***

Laptop and Tablet Policy

Laptops and Tablets may only be opened during class if you have ODA accommodation or get permission from the instructor. You may not take notes on your laptop or tablet during lecture.

Note Taking

Taking good notes ***by hand*** is crucial for your success in this course, and your college career more generally. There is an entire body of research that consistently indicates the ***strong*** correlation between content retention and hand written notes. During lecture/recitation you are required to take notes by hand (see laptop/tablet/phone policy). We understand that many of you were probably never taught *how* to take notes and may be seriously intimidated by this requirement. That is totally okay. This is an opportunity to learn and hone your note taking skills. The following link will walk you through several types of note taking systems. We encourage you to try out each method and find what works best for you!

- [Note Taking Systems Overview \(Links to an external site.\)](#)

The cognitive science of taking notes by hand is fascinating. We encourage you to check out the the following articles:

- [A Learning Secret: Don't Take Notes with a Laptop \(Links to an external site.\)](#) - article from *Scientific American*

- [Here's Why Writing Things Out by Hand Makes You Smarter \(Links to an external site.\)](#) - article from *Business Insider*

Class Dress

You should come to class with the expectation that we may engage in full-body performance practice. This means you should wear clothes that allow for free-flowing movement. You should feel comfortable bending down to touch the floor, squatting or sitting on the floor, and raising your hands above your head. If your clothes inhibit these movements they are not suitable for this class.

Performance Policy

I expect you to be present and prepared to perform on days designated in the schedule. If you cannot perform on the day assigned due to a University Authorized Absence (an absence that has been authorized by the Dean of Students), then you will be afforded an opportunity reschedule *prior* to the scheduled presentation. I will accommodate you at their earliest convenience. You will be permitted only one opportunity for a make up. If you have an unauthorized absence on a day when you are scheduled for a presentation, a workshop, or a performance, you will receive a grade of zero for the assignment

Plagiarism and Cheating

One fundamental goal of achieving a university degree is betterment of self; upon obtaining your degree, you should be a more skilled writer and a more analytical thinker. To accomplish this goal and realize your true potential, all work should be uniquely your own in both word and thought. You should document all words and ideas belonging to others according to APA or MLA guidelines. Otherwise, you will not only fail yourself, but the course as well. All students must adhere to the Code of Student Conduct regarding academic dishonesty, including acts of cheating and plagiarism. Please check out the following website for definitions of plagiarism, cheating, and FAQ's regarding plagiarism.

<http://plagiarism.org/Links to an external site.>

Depending on the severity of the infraction, punishments for cheating or plagiarism range from a grade of ZERO points on the assignment in question, to failure of the course or expulsion.

Writing Guide

You will be doing a significant amount of writing in this course for major assignments.

For writing assistance on major papers, we recommend utilizing the following UNT resources:

- [Writing Guide for Students in Communication Studies \(Links to an external site.\)](#)
- [UNT Writing Center \(Links to an external site.\)](#)

Respecting and Sharing the Blackbox

Visit the Communication Studies Dept. website (<https://communication.unt.edu/about/black-box.html>[Links to an external site.](#)) for more information on how to reserve the space. This info is also listed on our canvas page.

- Do **NOT** touch or use any of the tech, lights, sound, or projection. At All. Ever.
- Do not put chalk/paint/glitter/oil on the floor, the walls, the ceiling, or the chairs.
- No food or drink (or anything else that might attract ants/bugs/critters) is allowed in the space.
- Do NOT drag boxes, flats, etc. on the Black Box floor.
- Return all chairs/boxes/tables to their proper location before you leave.
- Make sure all trash is picked up and disposed of correctly.
- Respect the space. We encourage fun, but please be careful. The space and its condition is precious. We need you to take care of it.
- You are responsible for any damage done to the space during your reservation. Failure to adhere to these policies will result in you/your group losing access to the space in the future.

UNT Policies

ADA Accommodation

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion

regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(Links to an external site.\)](#). You may also contact them by phone at 940.565.4323.

Copyright Notice

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to: documents, slides, images, audio, and video. Materials in Canvas are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, visit the [UNT Policy Office \(Links to an external site.\)](#) or [Copyright.gov \(Links to an external site.\)](#).

Academic Integrity

According to UNT Policy 06.003, [Student Academic Integrity \(Links to an external site.\)](#), academic dishonesty occurs when students engage in behaviors including, but not limited to: cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the [Code of Student Conduct \(Links to an external site.\)](#). The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc.

The [Dean of Students Office \(Links to an external site.\)](#) enforces the [Code of Student Conduct \(Links to an external site.\)](#). The Code explains what conduct is prohibited, the process the DOS uses to review reports of alleged misconduct by students, and the sanctions that can be assigned. When students may have violated the Code they meet with a representative from the Dean of Students Office to discuss the alleged misconduct in an educational process.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Visit [Title IX Student Information \(Links to an external site.\)](#) for more resources.

Emergency Notification & Procedures

UNT uses a system called [Eagle Alert \(Links to an external site.\)](#) to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). By this point, if you are reading this section I want to reward you for diligently attending to all aspects of the syllabus. Here is your easter egg. The first person to email Dr. Vaughn with the subject line Emergency Notifications & Procedures and the name of your teaching assistant, as well as your recitation number, in the body of the email will receive one hundred bonus points. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Academic Support & Student Services

Technology Support:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a [Student Help Desk \(Links to an external site.\)](#) that you can contact for help with Canvas or other technology issues:

Phone: 940-565-2324

Email: helpdesk@unt.edu

Current list of [Student Help Desk hours \(Links to an external site.\)](#)

For additional support, visit this [Canvas Technical Help \(Links to an external site.\)](#) web page.

Academic Support Services

- The [UNT Academic Resource Center \(Links to an external site.\)](#), which provides links to the bookstore, registration and advising information, tuition information, financial aid, and more.
- The [UNT Academic Success Center \(Links to an external site.\)](#), which offers academic support services and free individual tutoring.
- [UNT Writing Lab \(Links to an external site.\)](#)
- [UNT MathLab \(Links to an external site.\)](#)

Student Services

- [Counseling and Testing Services \(Links to an external site.\)](#)
- [Student Affairs Care Team \(Links to an external site.\)](#)
- [Student Health and Wellness Center \(Links to an external site.\)](#)
- [Student Legal Services \(Links to an external site.\)](#)
- [UNT Food Pantry](#)

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their academic performance is urged to contact the Dean of Students for support (940-565-2648). UNT has both a Food Pantry and a “Seeking Options & Solutions” (SOS) team who work to help students navigate diverse concerns,

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center \(Links to an external site.\)](#) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services \(Links to an external site.\)](#) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team \(Links to an external site.\)](#) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services \(Links to an external site.\)](#) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

- [Individual Counseling \(Links to an external site.\)](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records \(Links to an external site.\)](#)
- [UNT ID Card \(Links to an external site.\)](#)
- [UNT Email Address \(Links to an external site.\)](#)
- [Legal Name \(Links to an external site.\)](#)

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account \(Links to an external site.\)](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important? \(Links to an external site.\)](#)
- [How do I use pronouns? \(Links to an external site.\)](#)
- [How do I share my pronouns? \(Links to an external site.\)](#)
- [How do I ask for another person's pronouns? \(Links to an external site.\)](#)

[How do I correct myself or others when the wrong pronoun is used?](#)

Important Academic Dates

- [Registration Guides by Semester \(Links to an external site.\)](#)
- [Online Academic Calendar \(Links to an external site.\)](#)
- [Final Exam Schedule](#)

Schedule For The Semester

General Assignments = yellow

Major Assignments = red

Workshop = purple

Group Work Days= green

Week 1		
Date	Topic	Due
1/13	Welcome to Comm 2060!	Read all of the material in the Syllabus Module
1/15	Introduction to Performance Studies	Read ALL of the material in the Syllabus Module (like, for real) Bring questions & ideas for course contract.

Week 2		
Date	Topic	Due
1/20	Performance & Human Communication	<p>Before Class:</p> <ul style="list-style-type: none"> • Read & Outline Ch 1 <p>In Class:</p> <ul style="list-style-type: none"> • Quiz: Chapter 1
1/22	Cont. Discussion + Workshop	

1/23		Video Response 1: Ch 1 Probe 1 video due by 11:59 PM
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Week 3

Date	Topic	Due
1/27	Aesthetic Communication	<p>Before Class:</p> <ul style="list-style-type: none"> • Read & Outline Ch 2 <p>In Class:</p> <ul style="list-style-type: none"> • Quiz: Chapter 2
1/29	Meet Your Partner *Mandatory Attendance*	

Week 4

Date	Topic	Due
2/3	Language and Symbolic Interactionism	
2/5	Performance Workshop	
2/6		Video Response 2: Language due by 11:59 PM

Week 5

Date	Topic	Due
2/10	Performance & Narrative	Before Class: <ul style="list-style-type: none">• Read & Outline Ch 4 In Class: <ul style="list-style-type: none">• Quiz: Chapter 4
2/12	Work with Your Partner *Mandatory Attendance*	In Class: Stories selection due
2/13		Oral Rough draft of Story due by 11:59 PM

Week 6

Date	Topic	Due
2/17	Structure of Aesthetic Texts	Before Class: <ul style="list-style-type: none">• Read & Outline ch 9 In Class: <ul style="list-style-type: none">• Quiz: Chapter 9
2/19	Work with your Partner on Storytelling Performance *Mandatory Attendance*	In Class: second draft

2/20

Oral Second Draft of Story due by 11:59 PM

Week 7

Date	Topic	Due
2/24	Storytelling Day	
2/26	Storytelling Day	
2/27		Poetry selection due

Week 8

Date	Topic	Due
3/3	Performance & Empathy	Before Class: <ul style="list-style-type: none">• Read & Outline Ch 7 In Class: <ul style="list-style-type: none">• Reading Quiz Ch 7
3/5	<ul style="list-style-type: none">• Read A Tale of 2 Schools• Watch Anna Deveare Smith's <i>Notes from the Field</i>	

3/6		Transcript Due
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Week 9 Spring Break!

Date	Topic	Due
11/24	NO CLASS MEETING	
11/26	NO CLASS MEETING	

Week 10

Date	Topic	Due
3/17	Performing Poetry	<p>Before Class:</p> <ul style="list-style-type: none"> • Read & Outline Ch 6 <p>In Class:</p> <ul style="list-style-type: none"> • Reading Quiz Ch 6
3/19	Work on Final EDLP	
3/20		Final EDLP Due

Week 11		
Date	Topic	Due

3/24	Analyzing Poetry	<p>Before Class:</p> <ul style="list-style-type: none"> Read & Outline Ch 8 <p>In Class:</p> <ul style="list-style-type: none"> Ch 8 Quiz
3/26	Dramatic Analysis	<p>In Class:</p> <p>Dramatic Analysis Worksheet</p>
3/27		Unit 1 Reflection & Evaluation Exam

Week 12		
Date	Topic	Due
3/31	Performing Poetry	In Class:
4/2	Poetry Memorization & Embodiment Meet Your Groups	
4/3		Poetry Memorization Video Due by 11:59 PM

Week 13

Date	Topic	Due
4/7	Poetry Workshop	<u>In Class:</u> First Draft of Analysis Grid
4/9	Mandatory Group Meeting	<u>After Class:</u> Mandatory Meeting Minutes Worksheet 1
4/10		Poetry Rehearsal 1 Video due by 11:59 PM

Week 14

Date	Topic	Due
4/14	Mandatory Group Meeting	<u>After Class:</u> Mandatory Meeting Minutes Worksheet 1
4/16	Wrap up Poetry Workshop	

4/17		Final Dramatic Analysis Due by 11:59 PM
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Week 15

Date	Topic	Due
4/21	Mandatory Meeting 3	<u>After Class:</u> Mandatory Meeting Minutes Worksheet 3
4/23	Mandatory Meeting 4	<u>After Class:</u> Mandatory Meeting Minutes Worksheet 4
4/24		Final Poetry Rehearsal Video due by 11:59 PM

Week 16

Date	Topic	Due
4/28	Final Poetry Performances All Groups	
4/30	Team Teach Rehearsal	Final Team Teach Rehearsal Video Due by 11:59 PM

Final Exam		
5/7	Team Presentation	

10:00 AM - 12:00 PM		
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