**COMMUNICATION AS CRITICAL INQUIRY (COM 110)**



**Instructor:**Anjali Patel                                           **Office Hours:**MWF 10-11am

**Office:**Fell Hall 048                                                     **Office Phone:**(309) 438-3672

**Email:**akpate2@ilstu.edu                                          **Section:**42

**Classroom:**Fell Hall 152                                             **Meeting time:**MWF 2-2:50pm



**TEXTS**

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2018). *Engaging communication.*Southlake, TX:  Fountainhead Press.

Simonds, C. J., Hunt, S. K., & Hooker, J.F. (2019). *Communication as critical inquiry:*

*Supplementary materials packet.*Champaign, IL: Stipes Publishing.

(Available at the School of Communication Resource Center in the basement of Fell —See below).

**COURSE MATERIALS**

**COM 110 Top Hat eBook.**You are required to have an eBook for COM 110, which you will access through the interactive platform Top Hat. This platform will allow you to engage with the textbook and complete assignments for the course. You will receive an invitation from Top Hat to register your book with your section of the course. You may purchase eBook access directly from Top Hat or at the bookstores.

**Spiral Workbook Purchasing Procedures.**Students will purchase the spiral workbook (COM 110 Communication as Critical Inquiry) through the School of Communication online store using a credit, debit, or monetary gift card. The website can be found at the following address:

<https://secure.touchnet.com/spiralworkbook>

The workbook will be available for the students to pick up in the Communication Resource Center located in the basement of Fell Hall 1-2 business days after the online purchase. Students will need to show their ISU ID card and Resource Center workers will verify they have purchased the book and give it to them at that time.

**Communication Resource Center Hours of Operation**

**1st two weeks’ hours: Fell 34**

**Monday—Thursday 9:00 a.m.-6:00 p.m.**

**Friday—9:00 a.m.-3:00 p.m.**

**COMMUNICATION AS CRITICAL INQUIRY (COM 110) COURSE GOALS**

Communication as Critical Inquiry (COM 110) seeks to improve students’ abilities to express themselves and to listen to others in a variety of communication settings. Effective oral communication is viewed as an essential life skill that every person must possess to function in today’s society. The course emphasizes participation in a variety of communication processes to develop, reinforce, and evaluate communication skills appropriate for public, small group, and interpersonal settings. The course content and experiences will enable students to assume their responsibilities as speaker-listener-critic in a culturally diverse world. In short, the course is designed to make students competent, ethical, critical, confident, and information literate communicators.

*COM 110 addresses the following General Education outcomes:*

II. intellectual and practical skills, allowing students to

a. make informed judgments

c. report information effectively and responsibly

e. deliver purposeful presentations that inform attitudes or behaviors

III. personal and social responsibility, allowing students to

*a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community*

c. interact competently in a variety of cultural contexts

IV. integrative and applied learning, allowing students to

a. identify and solve problems

b. transfer learning to novel situations

c. work effectively in teams

Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

**ASSIGNMENTS**

**Exams.** There will be a midterm exam and a final exam. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities.

**Speeches.** Each student will present three speeches:

a. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)

b. Group presentation (25-30 minutes depending on the number of members, each member must speak at least 5 minutes consecutively, at least 10 sources must be cited in the presentation and in the references)

c. Persuasive speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)

**All three speeches must be completed to pass the course.**Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and references are required for each (a sample will be provided). If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

**CIP Essay.**This is a short, 2-4 page essay in which you will analyze your own communication style, strengths, and weaknesses, then discuss what your goals and expectations are for your improvement in this course. The paper will also discuss a plan of action that you will use to achieve those goals. Additional information on the requirements for this assignment can be found on pages 90-93 in the spiral workbook and on ReggieNet.

**Synthesis Essay.**In this 3-5 page essay you will reflect on your experience as a COM 110 student. Specifically, you will explain how the material learned in this class can be applied to your personal and professional life. You will also discuss ways in which you have improved as a communicator throughout this class, as well as the areas in which improvement is still necessary. More information on this assignment can be found on pages 94-95 in the spiral workbook and on ReggieNet.

**Participation:**Each of these counts towards your overall participation grade:

1. **Daily Speaking Opportunities.**

Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential. It is important that you get these daily speaking opportunities to increase your confidence with your classroom audience. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates.

1. **Preparing to Participate Chapter Assignments (P2Ps).**

Each chapter of the text includes questions entitled “Preparing to Participate” that intertwine new information with life application. You are required to read the entirety of the chapter(s) assigned and then answer the appropriate P2Ps. As you read, you will come across these questions. You will be required to print provided P2P worksheets (document entailing all P2P questions) and fully answer each question before class (as assigned). Each P2P is graded for completion and is extremely helpful during in-class discussion and when studying for the midterm and final. I will collect completed P2Ps at the end of each class period. I drop your lowest three scores. *P2Ps that are completed and submitted but not accompanied with attendance in the subsequent class will receive a 0.*

1. **Participation Explanation.**

There are two, brief, 1-2 page essays students will complete around the time of midterms and finals that examines their daily participation and preparation. These short explanations for a self-given grade are based on the student’s input in class discussions and overall effort.

**EVALUATION**

|  |  |
| --- | --- |
| **Speeches:**Informative Speech   | 100   |
| Group Presentation   | 100   |
| Persuasive Speech   | 100   |
| **Assignments:** |  |
| Portfolio   |    |
| CIP Essay   | 20   |
| Synthesis Essay   | 40   |
| Participation   |    |
|  Daily Speaking Opportunities  | 30  |
|        Participation Explanations   | 10  |
|  P2Ps (5 pts. each)   | 75   |
| **Exams:** |  |
| Midterm Exam   | 100   |
| Final Exam   | 100   |
|   Total Possible Points:   |   675   |

The grading scale is a standard ten percentage point scale:

90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

**COURSE POLICIES**

**Illinois Articulation Initiative.** The Illinois Articulation Initiative is designed to allow students to transfer course credit between institutions. The IAI requires that all COM 110 students present at least three speaking opportunities that include research and are five minutes, or longer, in duration. Additionally, these presentations and speaking opportunities (participation) must comprise 50% of the overall grade.

**Speech Lab.** You are encouraged to visit the speech lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills.  To schedule time in the speech lab, call (309)438-4566 or come to Fell 032 and schedule an appointment in person.  If you wish to video-record your presentation, please tell the attendant when booking your appointment.  Remember to book your appointment early, as there are a great number of students trying to make appointments.  You must bring a completed outline to the appointment. **You must also schedule an appointment at least 24 hours before the date you are scheduled to deliver your speech in class, or you will not be able to use the speech lab. If you need to change or cancel your appointment, you will need to call the Speech Lab at (309)438-4566 or stop by in person (Fell Hall 032) 24 hours in advance. If you fail to cancel your appointment 24 hours in advance you will not be allowed to use the speech lab again.**

**Cheating/Plagiarism.** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**Special Needs.** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

**Mental Health Resources.**Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

**Illinois State University Bereavement Policy.**If a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations.  The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: <http://policy.illinoisstate.edu/students/2-1-27.shtml>

**BEHAVIORAL EXPECTATIONS POLICIES**

**Professional Courtesy.** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Presentation Etiquette.** On presentation days, you have dual responsibilities as a speaker and an audience member. Your attendance on speech days is required; failure to attend class on speech days or late arrival will result in a **10% deduction**from your speech grade. When you are presenting, you will dress appropriately and conduct yourself professionally during your speech. When you are an audience member, you will be attentive and respectful. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. If you are caught using your phone during a classmate’s speech it will result in a **10% deduction** from your speech grade. You will NEVER enter or leave the room while a presentation is in progress.

**Behavioral Expectation Policy.** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

**ADDITIONAL POLICIES**

**Formal Paper Format.**All papers **should be typed, double-spaced, with Times New Roman 12 pt. font. Extra Spacing between paragraphs should be removed. Headers should be left-aligned** **and should include ONLY the following: Name, Date, Class, and Title/Assignment.** The header should be single-spaced and no more than four lines. All papers must be stapled.

**Communicating with Me.**Email is the best way to get in contact with me if you have questions or concerns. Proper email etiquette is required; do notsend an email that reads like a text message. Emails should contain a greeting (Hello Anjali), a specific and spell-checked/grammatically correct message, and a closing with your first and last name. Emails should contain an appropriate subject of inquiry (eg. Inquiry on P2P). Please allow for at least a 24-hour response time. Please do not contact me through your personal email as I will only respond to your **ULID university email**.

**Cell Phones & Texting.** All electronic devices are to be silenced and put away before the class begins. In case of an emergency where you need to keep your phone on during class, please keep it on silent or vibrate. If your phone rings during class or if I see you texting, I will give one general verbal acknowledgement. If you are not paying attention in my class thereafter, I do not feel that you have truly attended my session and will thus mark you absent for the day. **If your phone rings during someone else’s speech or you are texting, I will deduct 10% from your own speech grade with or without warning.**

**Technology in the Classroom.**Laptops, tablets, and/or other devices are not permitted in the classroom (unless otherwise instructed). There is no need for either of these items as this class is largely discussion based. For reference purposes, P2Ps should be brought in printed format for discussion and to be turned in after class for points.

**Late Work.**All work is expected on the date and time it is due. Late assignments will not be accepted. I will work with you if you have a legitimate reason for your absence AND if arrangements have been made prior to your absence. I want to help you in any way possible, but I will not accept less than your full effort. Like most instructors, I am more understanding if you keep me informed, so let me know right away if you encounter problems.

**Speech Etiquette.** Your attendance is required – not optional. Being late is also not optional. Failure to attend class on speech days will result in a 10% deduction from your speech **PER MISSED SPEECH DAY.** Audience members will be attentive and considerate. It is inconsiderate to arrive late during a presentation. If you arrive late on a speech day, do not enter the classroom during a speech. Wait outside until you hear applause, signaling the conclusion of the speech. Walking in during a classmate’s speech will result in a 10% deduction from your speech grade.

*If you miss your assigned speech day, you will receive a* ***0*** *on your speech with no opportunity to make up these points. You will still need to* ***present your speech in the Speech Lab in order to have a chance at PASSING THIS COURSE.***

**Attendance.** You are expected to come to class every day prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read; rather, I will synthesize the material into discussions and activities where you will play a large role. You are responsible for all materials distributed in your absence and should ask your peers for notes and other assignment information. **Note that excessive absences will affect your participation grade as P2Ps that are completed but not accompanied by attendance will receive a 0.**

If you have a legitimate reason for not being in class, you must tell me as far as possible in advance *by email.* If you are sick, you *must give me a doctor’s note during the next class session in order for your absence to be excused* (the doctor’s note must be dated the day you were sick or specifically state the day(s) you are to be excused). Only then will I change your absence to excused and accept late/P2P work. If you are involved in university activities that will cause you to miss class such as athletics or the debate team, *I need a schedule of classes that you will miss and a signed note/email from your coach or sponsor* verifying that you are on the team.

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication’s Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

[https://sites.google.com/site/ilstusocstudies/](https://sites.google.com/site/ilstusocstudies/%C2%A0)

Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. I will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is *your* responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, **please be sure to have your name, ULID**(i.e., the part of your email before @ilstu.edu)**, instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 5% of your final course grade can be earned from extra credit opportunities via the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study.

**In this class, each .5 Research Credit is equivalent to 2 points of extra credit, and each student can earn up to 10 points of extra credit through the Research Board.**

**Tentative Course Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week**  | **Date**  | **Day**  | **Ch.**  | **Material Covered**  | **Assignment Due**  |
| **1**  | Aug-19  | M  |    | Syllabus Review and Introduction (*Assign Any Old Bag Speech)*  |   |
| Aug-21  | W  |    | Any Old Bag Speeches  | **Any Old Bag Speech** **Syllabus Contract**  |
| Aug-23  | F  | 1  | Introduction to Communication *(Assign CIP Essay)*  | **Ch. 1 P2P**  |
| **2**  | Aug-26  | M  | 2  | Communication Confidence  | **Ch. 2 P2P**  |
| Aug-28  | W  | 3  | Ethical Communication  | **Ch. 3 P2P**  |
| Aug-30  | F  | 4  | Perception and Self-Concept  | **Ch. 4 P2P** **CIP Essay Due**  |
| **3**  | Sept-2  | M  | **NO CLASS – LABOR DAY**  |
| Sept-4  | W  | 5  | Choosing Topics *(Assign Informative Speech)*  | **Ch. 5 P2P**  |
| Sept-6  | F  | 6  | Analyzing Your Audience  | **Ch. 6 P2P**  |
| **4**  | Sept-9  | M  | 7  | **APA DAY**& Supporting Material  | **Ch. 7 P2P**  |
| Sept-11  | W  | 8 & 9  | Organizing Ideas  | **Ch. 8 & 9 P2P**  |
| Sept-13  | F  |   | Informative Speech In-Class Workshop  | **Informative Speech Topics Due**  |
| **5**  | Sept-16  | M  | 10 & 12  | Beginning and Ending the Presentation  | **Ch. 10 & 12 P2P**  |
| Sept-18  | W  | 11  | Using Appropriate Language  | **Ch. 11 P2P**  |
| Sept-20  | F  | 13  | Informative Speech In-Class Workshop *(Bring laptops and speech materials)*  | **Rough Draft Due at the End of Class**  |
| **6**  | Sept-23  | M  |    | Delivering the speech  | **Ch. 13 P2P**  |
| Sept-25  | W  |    | Informative Speech In-Class Workshop *(Bring laptops and speech materials)*  | **Make Personal Revisions**  |
| Sept-27  | F  |    | **Informative Speeches**  | **ALL Informative Outlines Due**  |
| **7**  | Sept-30  | M  |    | **Informative Speeches**  |   |
| Oct-2  | W  |    | **Informative Speeches** *(Assign Participation Essay #1)*  |   |
| Oct-4  | F  |    | **Informative Speeches**  |   |
| **8**  | Oct-7  | M  |    | Midterm Review *(Chapters 1-13)*  | **Participation Essay #1 Due**  |
| Oct-9  | W  | **MIDTERM**  |
| Oct-11  | F  | 14  | Communicating in Groups  | **Ch. 14 P2P**  |

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| **9**  | Oct-14  | M  |   | Group Bonding  *(Assign Group Speech)*  | **Exchange Contact Info & Brainstorm Topics**  |
| Oct-16  | W  |   | Group In-Class Workshop *(Bring Laptops and Speech Materials)*  | **Find Resources and Finish Reference Page**  |
| Oct-18  | F  |   | Group In-Class Workshop *(Bring Laptops and Speech Materials)*  | **Rough Draft Outline Due at the End of Class**  |
| **10**  | Oct-21  | M  |  15  | Listening  | **Ch. 15 P2P**  |
| Oct-23  | W  |    | Group In-Class Workshop *(Bring Laptops and Speech Materials)*  | **Make Group Revisions**  |
| Oct-25  | F  |    | Group In-Class Workshop *(Bring Laptops and Speech Materials)*  | **Practice Day!**  |
| **11**  | Oct-28  | M  |   | **Group Speeches**  | **ALL Group Outlines Due**  |
| Oct-30  | W  |    | **Group Speeches**  |   |
| Nov-1  | F  | 16  | **Group Speeches**& Understanding Persuasive Principles  | **Ch. 16 P2P**  |
| **12**  | Nov-4  | M  | 17  | Toulmin Model  | **Ch. 17 P2P**  |
| Nov-6  | W  | 17  | Logos, Ethos, Pathos (*Assign Persuasive Speech*)  |   |
| Nov-8  | F  | 17   | Fallacies *(Assign Participation Explanation #2)*  | **Persuasive Topics Due**  |
| **13**  | Nov-11  | M  |   | Persuasive Speech In-Class Workshop (*Bring Laptops and Speech Materials)*  |   |
| Nov-13  | W  |   | Persuasive Speech In-Class Workshop (*Bring Laptops and Speech Materials)*  |   |
| Nov-15  | F  |   | Persuasive Speech In-Class Workshop (*Bring Laptops and Speech Materials)*  | **Participation Essay #2 Due & Rough Draft Outline Due at the End of Class**  |
| **14**  | Nov-18  | M  |   | Persuasive Speech In-Class Workshop (*Bring Laptops and Speech Materials)*  | **Make Personal Revisions**  |
| Nov-20  | W  |    | **Persuasive Speeches**  | **ALL Persuasive Outlines Due**  |
| Nov-22  | F  |    | **Persuasive Speeches** (*Assign Synthesis Essay*)  |   |
| **15**  | Nov-25  | M  | **NO CLASS – THANKSGIVING BREAK**  |
| Nov-27  | W  |
| Nov-29  | F  |
| **16**  | Dec-2  | M  |    | **Persuasive Speeches**  |   |
| Dec-4  | W  |    | **Persuasive Speeches**  |   |
| Dec-6  | F  |  18  | Final Exam Review  *(Chapters 14-18)*  | **Portfolios Due & Ch. 18 P2P**  |
| **17**  | **FINAL EXAM WEEK - Date & Time to Be Determined**  |

\*\**This schedule is tentative and subject to change. However, you will be notified of any changes to the syllabus. \*\**

**Syllabus Contract**

I have read the syllabus for Anjali Patel’s COM 110 class and agree to the terms for required coursework and acceptable classroom behavior.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hometown/State/Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list any previous public speaking experience, if any:

What are your career interests?

Do you have a preferred name or nickname that you go by? What pronouns do you use?

In what ways do you learn best/what is something you would like your instructor to know?

What allergies/food restrictions do you have? What is your favorite candy? (In case I bring treats!)