**STANDARD POLICIES AND STATEMENTS FOR**

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

**Monday, Wednesday, Friday (2:00pm-2:50pm)**

**Instructor:** Alyssa Hernandez **Office:** Fell 416

**Email:** amhern8@ilstu.edu  **Classroom:** Fell 125

**Office Hours:** By appointment or **Phone:** (309) 438-7578

* Monday: 11:00a-12:00p, 1:00p-2:00p, 3:00p-4:00p **Section:** 041
* Wednesday: 11:00a-12:00p, 1:00p-2:00p

**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.*

**TEXTS**

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

**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.

**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 3 sources must be cited in the presentation and in the references)

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

c. Persuasive speech (5-7 minutes, no more than 7:30; at least 5 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.

**Participation (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.

**Preparing to Participate Chapter Assignments (P2Ps):** Each chapter of the text includes questions entitled “Preparing to Participate.” You are required to answer the “knowledge” questions. Each chapter must be typed, printed, or handwritten legibly and turned in on the assigned chapter day listed in the syllabus. You may not turn in P2Ps after the assigned date. Each P2P is worth 10 points. You are highly encouraged to complete the P2Ps for all chapters, as they will prepare you for discussion and serve as a study tool for the midterm and the final.

**EVALUATION**

Syllabus Contract. 10 pts.

 Introductory Speech. 20 pts.

 CIP Worksheet 40 pts.

Informative Speech 100 pts.

Demonstrative Speech 100 pts.

Persuasive Speech 100 pts.

Midterm Exam 100 pts.

Final Exam 100 pts.

Participation Defense 50 pts.

P2Ps (14x10pts.) 140 pts.

**Total:** **760 pts.**

At least 50% of the participation grade will be based on daily speaking opportunities for each student. The combination of the portfolio and participation grade will not exceed 100 pts. without an additional, graded speaking opportunity. Assigned grades for speeches must comprise at least 50% of the overall grade.

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 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 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.

**Accommodations.** 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. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. 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.

**E-mail Policy.** Should you wish to contact me via e-mail, you will use professional language and address me professionally. I reserve the right to not respond to an e-mail if you violate this rule. Do not use a personal e-mail address. You may contact me via email through your @ilstu e-mail. Please be patient with email response times. I will get back to you as soon as I can.

**Cell Phones.** All cell phones are to be turned off and put away before class begins. If your phone rings during class or I see you texting I will have you put your phone on the table in front of the classroom. **IF YOUR PHONE RINGS DURING ANY SPEECH OR YOU ARE TEXTING, I WILL DEDUCT 10% FROM YOUR OWN SPEECH GRADE WITH OR WITHOUT WARNING.**

**Laptops.** Laptops are not allowed in class unless it is a workshop day. If you have done the assigned reading and completed the accompanying P2P questions, there is no need for you to have access to the COM 110 eBook during class. If you feel you need to use a laptop in class, please come see me.

**Attendance Policy.** You are expected to come to class prepared to discuss and participate in activities associated with the readings. Regular attendance is expected. Excessive absences will affect your participation grade in this class. I will grant you 3 unexcused absences **(which cannot be used on speech days, exam days, or workshop days)** without penalty. Any additional absences will result in a 5% grade deduction from your participation grade, as previously stated.

**Late Work.** I do not accept late work unless you have a university-excused absence. Pay close attention to assignment due dates and make sure your work is turned in on time. Please note that even in regard to your 3 “free” absences, I will not accept late or make-up work.

**Paper Format.** All assignments in this class will be formatted with Times New Roman 12 pt. font and double spaced. The top the left corner should be *single spaced* and follow this format:

Name: Alyssa Hernandez

Class: COM 110-12

Date: August 30

**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/%20)

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. 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.

**Optional:**

**For each research study you participate in, I will award 2 points of extra credit (up to 10 total points).**

Syllabus Contract

I have read the syllabus for Alyssa Hernandez’s Com 110 and agree to the terms for required coursework and acceptable classroom behavior.

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

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

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

Please list any previous public speaking experience, if any:

What are your career interests?

What is your favorite vine of all time?

What is one song that you could listen to forever?

**Tentative Course Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Ch.** | **Material Covered** | **Assignment Due** |
| **1** | Aug-19 | M |   | Syllabus Review and Introduction (*Assign Introductory Speech)* |  |
| Aug-21 | W |   | Introductory Speeches | **Introductory Speech****Syllabus Contract** |
| Aug-23 | F | 1 | Introduction to Communication*(Assign CIP Worksheet)* | **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 |  | CIP Discussion | **CIP Worksheet** |
| **3** | Sep-02 | M |  | **NO CLASS - LABOR DAY** |  |
| Sep-04 | W | 4 | Perception and Self Concept | **Ch. 4 P2P** |
| Sep-06 | F | 5 | Choosing Topics*(Assign Informative Speech: Topic due 9/14)* | **Ch. 5 P2P** |
| **4** | Sep-09 | M | 6 | Analyzing Your Audience | **Ch. 6 P2P** |
| Sep-11 | W | 7 | Supporting Material | **Ch. 7 P2P** |
| Sep-13 | F | 8/9 | Organizing IdeasOutlining the Presentation | **Ch. 8/9 P2P****Informative Speech Topics Due on ReggieNet by 11:55 pm** |
| **5** | Sep-16 | M | 10 | Beginning and Ending the PresentationOutline Preparation Time | **Ch. 10 P2P** |
| Sep-18 | W |  | Midterm Review |  |
| Sep-20 | F |  | **MIDTERM (Chapters 1-10)** |  |
| **6** | Sep-23 | M |   | Workshop Day | **Bring Laptops and Workshop Materials** |
| Sep-25 | W |  11 | Using Appropriate Language | **Ch. 11 P2P** |
| Sep-27 | F |  11 | Using Appropriate Language Pt. II |  |
| **7** | Sep-30 | M |  13 | Delivering the Speech | **Ch. 13 P2P** |
| Oct-02 | W |   | Workshop Day | **Bring Laptops and Workshop Materials** |
| Oct-04 | F |   | Workshop Day | **Bring Laptops and Workshop Materials** |
| **8** | Oct-07 | M |   | *Informative Speeches* |  |
| Oct-09 | W |  | *Informative Speeches*  |  |
| Oct-11 | F |  | *Informative Speeches*  |  |
| **9** | Oct-14 | M |   | *Informative Speeches* |  |
| Oct-16 | W |  | Debrief Speeches*(Assign Demonstrative Speeches: Topic due by the end of next class)* |  |
| Oct-18 | F |   | Workshop Day | **Bring Laptops and Workshop Materials****(Topic Due by end of Class)** |
| **10** | Oct-21 | M |   | Workshop Day | **Bring Laptops and Workshop Materials** |
| Oct-23 | W |   | Workshop Day | **Bring Laptops and Workshop Materials** |
| Oct-25 | F |   | *Demonstrative Speeches* |  |
| **11** | Oct-28 | M |  | *Demonstrative Speeches* |  |
| Oct-30 | W |  | *Demonstrative Speeches* |  |
| Nov-01 | F |  | *Demonstrative Speeches* |  |
| **12** | Nov-04 | M | 16 | Principles of Persuasion*(Assign Persuasive Speech: Topics Due 11/17)* | **Ch. 16 P2P** |
| Nov-06 | W | 17 | Toulmin Model | **Ch. 17 P2P** |
| Nov-08 | F | 17 | Toulmin Model | **Persuasive Speech Topics Due on ReggieNet by 11:55 pm** |
| **13** | Nov-11 | M |   | Workshop Day | **Bring Laptops and Workshop Materials** |
| Nov-13 | W |   | Workshop Day*(Assign Participation Defense)* | **Bring Laptops and Workshop Materials** |
| Nov-15 | F |   | **NO CLASS*****(National Communication Association)*** |  |
| **14** | Nov-18 | M |  | *Persuasive Speeches* |  |
| Nov-20 | W |  | *Persuasive Speeches* |  |
| Nov-22 | F |  | *Persuasive Speeches* |  |
| **15** | Nov- 25 | M |  | **NO CLASS- Have a great Thanksgiving break! ☺** |
| Nov-27 | W |   |
| Nov-29 | F |   |
| **16** | Dec-02 | M |   | *Persuasive Speeches* |  |
| Dec-04 | W |   | *Persuasive Speeches* |  |
| Dec-06 | F |   | Final Exam Review *(Chapters 11, 13, 16, 17)* | **Participation Defense Due** |
| **17** | **FINAL EXAM WEEK - Date & Time to Be Determined** |

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