Instructor/Course: **Derek Story -** Com 110 Sec 52 – Fell Hall 148

# Office: **NSB 201K / FEL 416** / **Zoom** (Complicated – like your Social Media relationship status)

Office Email: djstory@ilstu.edu & **ONLY** from your ISU account

Office Hours: Fridays from 2:30-4:00p and also by arrangement (call/email as needed)

**TEXTS & MATERIALS**

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

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

Supplementary materials packet. Champaign, IL: Stipes Publishing.

 (\*\*\* Supplemental packet available for purchase online—will cover information about purchase first day of class).

**COM 110 Top Hat ebook**. You are required to have an eBook for COM 110, which you will access through the Top Hat platform linked from our Canvas. This platform will allow you to see additional content from the paper book. Additional extra credit will be posted within the eBook platform only. You may purchase ebook access directly from Top Hat or at the bookstores. There is a course released the week prior to classes which I will send out and post on Canvas so that you can “register” your access.

**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 in order to function in today’s society. Our course emphasizes participation in a variety of communication processes in order 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, striving for inclusivity. 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 (Primary outcomes are indicated in plain text and secondary outcomes in italics).

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

**MY APPROACH:**

I am here to promote an environment where we can have fun learning. That environment cannot be accomplished without the full participation of EVERYONE in the class. I like to bring real-world (and fake-world) examples in and have us relate these to class concepts. Grades are earned and awarded based on effort and product. This is college and you will find yourself challenged to rise to that level of learning. I would be doing both of us (and future generations) a disservice if I did not ask and require your full potential. We will meet both synchronously (at the time you signed up for from the course calendar) and asynchronously (apart from one another). More on that in the course schedule at the bottom. That said, this next section of the syllabus can appear heavy…

**COURSE POLICIES:**

ATTENDANCE / TARDINESS / PROFESSIONALISM:  This is the big one. We both are expected to come to class prepared (I weekly post announcements of anticipated work on our Canvas Site). Being absent or late (even to Zoom) will deprive us of valuable class discussions and will also prevent us from fulfilling certain graded in-class activities **which cannot be made up**. With that in mind, sleeping, reading materials irrelevant to class purposes (like texts from “the dude”), and disrupting the class will not be tolerated. Because many people are nervous when speaking publicly, we will be supportive both verbally and nonverbally.

 All **approved absences** are those with prior approval arrangements (YOU **and** I both understand **well before**class begins that you will be gone). Assignments that are due that day will still need to be submitted on (or before) that day. Per the Undergraduate Catalog, you are responsible for attending class and completing academic work. This means written arrangements with me in advance if you will be missing class due to participation in sanctioned University activities, satisfying religious obligation, exercise of bereavement leave (below), or other university-recognized excused absence. If you are absent due to a required self-isolation or quarantine, you will need to provide documentation to the Dean of Students Office for your absence to be excused.

* Professionalism includes respecting others’ opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation.
* All assigned readings need to be done before class – (questions/answers/prepared discussion items)
* Texting, chatting, snapping are not permitted during class (I feel like we covered this already…)
* Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work.  <http://www.policy.illinoisstate.edu/2-1-27.shtml>

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. All work submitted in this course must be your own original work, and not borrowed from “high school you.”

GRADE DISCUSSIONS/CHALLENGES/NOTE ON GROUP SPEECH:  All speeches, assignments, and exams must be completed on the date specified as assigned. Here is the hard truth – **I DO NOT accept late work**. As an instructor, I am always willing to discuss students’ grades on assignments on an individual basis; all students must wait at least **24 hours** and complete the Evaluation Challenge in the spiral within a week of the grade received.
NOTE: If you are not passing this class at the time of the Group Speech – you will not be placed into a group and may complete an alternative assignment only eligible for **80%** of the total maximum value of the Group Speech.

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.

MASKS/FACE-COVERINGS:

We are acting according to CDC guidelines and ISU policy but also sensitive to being a collaborative and respectful class. If you feel more comfortable wearing a face-covering for health reasons, I welcome you to do so. Current policy at time of this syllabus creation and release did not require face-coverings.

**ASSIGNMENTS:**

PARTICIPATION AND/OR QUIZZES: You will be expected to complete reading (really) and be familiar with the text prior to the class period in which we will be discussing them (really). This will help you be prepared for discussion and to earn any points awarded during class periods. Those opportunities are only available the day of that class. Quizzes are “generally” through Canvas and announced during class in advance of due dates. Reading in advance and completing the Preparing to Participate questions and other asynchronous activities in and complimentary of the text will certainly help with assessments like small exams and quizzes.

Reflections:  TBD – will total at least 100 points (probs. 3 short recordings – did I just say “probs?”)

SPEECHES:

Students will present three major speeches worth 100 points each (& a few others for smaller value):

1. Informative (approx. 5 min)     **2.** Persuasive (approx. 5-7 min)     **3.** Multi-Perspect/Group (length TBD)

**These three speeches must be completed to pass the course**.  **This is a University requirement**.  **If you do not deliver a speech, you will fail the course regardless of grades on other assignments.** Each presentation will be evaluated on both content and delivery. Specific details will be clearly outlined in class, on Canvas, as well as in spirals. If you miss your assigned speech day/deposit, you will receive a **ZERO** on the speech.  Exceptions to this rule are very rare and made at the instructor’s discretion. These three major speeches are 100 points per speech and the details for assignment expectations and grading rubrics will be posted in Canvas 2-3 weeks prior to the due dates. NOTE: If you are not passing this course at the time of the group speech assignment, you will not be able to be assigned to a group, and will not be able to earn full credit for that assignment.

ASSIGNMENTS: Written assignments/analyses will be turned in online (**Word or PDF only**) in Canvas – video assignments will be turned in via Zoom, Canvas, OneDrive, YouTube or SendTo.IllinoisState. Classroom speeches will be done in person. All graded assignments will likely be returned on Canvas also.

**EVALUATION**(roughly 500 - 550 points at semester end)**:**

Major Speeches                                                                                                                        300+ pts.

Assessments of material understanding (quizzes/summaries)                                  150+ pts.

Minor Speeches & Other Participation/Artifacts/Activities                                                100+ pts.

 The grading scale is a standard ten-percentage point scale – and grades will be posted as available in Canvas:

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

\*\*In this course, simply completing an assignment does not result in an “A.”  See spiral for specifics on Grading Criteria for Speaking Assignments. “.5” rounds up, I am not a monster. “You’re the monster, Gaston.” Extra credit will be offered, but “as we go” and not all at the end.

**OTHER RESOURCES:**

SPEECH LAB & LIBRARY: Speech Lab (where pros can give you tips on your speech and you can dress rehearsal that thing) hours and options will be posted at beginning of semester and shared with you during class. Updated Library Help Sheet also to be posted in Canvas week one.

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. Students sometimes feel overwhelmed, lost, experience anxiety or depression, 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. SCS 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.

***Schedules are subject to change slightly as we progress and as needed. We will discuss those changes online and I will post updates as they are solidified.***

 ***Grey – Unit 1 (Immersion) Orange – Unit 2 (message Clarity)***

 ***Blue – Unit 3 (persuasion) Green – Unit 4 (multiple perspectives)***

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| **Week/Date** | **Modality/Location***“In class” = Fell Hall* | **Topic** | **Tentative Chapters & Other Reading** | **Assignment DueAll Assignments in this column due Fridays by 5pm** |
| **Week 1** |  |  |  |  |
| 01/16/24 | In class | Orientation/IntroductionsSyllabusDefining CommunicationIntro Speech Assignment Summary | Ch. 1 |   |
| 01/18/24 | In class | Comm Apprehension/Confidence | Ch. 2  |   |
| 01/19/24 | Optional Office Hours |   |   | Syllabus & Intro Speech Due |
| **Week 2** |  |  |  |  |
| 01/23/24 | In class | Perception & EthicsCIP Assignment Overview | Ch. 3 & 4 |   |
| 01/25/24 | In class | Topic Selection | Ch. 5 |   |
| 01/26/24 | Optional Office Hours |   |   | CIP Speech & Outline Due |
| **Week 3** |  |  |  |  |
| 01/30/24 | In class | Information Literacy & Audience | Ch. 6 & 7 |   |
| 02/01/24 | In class | Let’s talk about that Unit 1 Quiz and re-group on assignments |  |   |
| 02/02/24 | Optional Office Hours |   |   | **Unit 1 Reflection Recording** |
| **Week 4** |  |  |  |  |
| 02/06/24 | In class | Intros and Conclusions & Delivery | Ch. 10 & 13 |   |
| 02/08/24 | In class | Organizing and Outlining  | Ch. 8 & 9 | 2 Min Train Speech |
| 02/09/24 | Optional Office Hours |  |  | Informative Outline Due  |
| **Week 5** |  |  |  |  |
| 02/13/24 | Online and in person | Informative Speech Conferences |  |  |
| 02/15/24 | Online and in person | **Informative Speeches** |  |   |
| 02/16/24 | Optional Office Hours |  **Informative Speech Option** |   |  |
| **Week 6** |  |  |  |  |
| 02/20/24 | Online and in person | **Informative Speeches** |  |   |
| 02/22/24 |  TBD | **Unit 2 Reflection Recording** |   |   |
| 02/23/24 | Virtual Office Hours Optional |  |   | **Unit 2 Reflection Recording** |

**\*\*This second half likely to change a little based on life in general & what we make it through in weeks 1-6**

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| **Week 7** | **Modality** | **Topic / Session Description** | **Tentative Chapters**  | **Assignment Due“All” Assignments Due Fridays by 5pm** |
| 02/27/24 | In class | Persuasion Claim Types, Monroe’s | Ch 16 |   |
| 02/29/24 | In class | More on Claims of Policy | Ch. 16 |   |
| 03/01/24 | Opt Off Hrs |   |   | Persuasive HW Part I Due(Claims Ads & Monroe PSA) |
| **Week 8** |  |  |  |  |
| 03/05/04 | In class | Aristotle Persuasive Appeals & Toulmin | Ch. 17 |   |
| 03/07/24 | In class | Fallacies & Visual Aids | Ch. 12 & 17 |  |
| 03/08/24 | Opt Off Hrs |   |   | Persuasive HW Part II Due (Fallacies, Aristotle, Toulmin)Persuasive Outlines & Refs Due\* |
| **Week 9** |  |  |  |  |
| **03/12/24** | **Your Choice** | **Spring Break** | **Nope** | **No** |
| **03/14/24** | **Your Choice** | **Spring Break** | **No Again** | **No Thank You** |
| **Week 10** |  |  |  |  |
| 03/19/24 | Online and in Person | Persuasive Speech Conferences |   |   |
| 03/21/24 | Online and in Person | Persuasive Speech Conferences |   |   |
| 03/22/24 | Opt Off Hrs |  |   |  |
| **Week 11** |  |  |  |  |
| 03/26/24 | In class | **Persuasive Speeches** | Ch. 15 |   |
| 03/28/24 | In Class | **Persuasive Speeches** | Ch. 14 |   |
| 03/29/24 | Opt Off Hrs |   |   |  |
| **Week 12** |  |  |  |  |
| 04/02/24 | In class | Group Info, Listening/Crit Thinking | Ch. 15 |   |
| 04/04/24 | Group Choice | Group Communication | Ch. 14 |   |
| 04/05/24 | Opt Off Hrs |   |   |  |
| **Week 13** |  |  |  |  |
| 04/09/24 | **In Class** | Groups and Conflict | Ch. 14  |   |
| 04/11/24 | In class | Language | Ch. 11 |  |
| 04/12/24 | Opt Off Hrs  |   |   | **Group Outline Due** |
| **Week 14** |  |  |  |  |
| 04/16/24 | @ Milner Library | Multi-Perspective Speech Conferences |  |  |
| 04/18/24 | In class | **Multi-Perspective Speeches** |  |  |
| 04/19/24 | Opt Off Hrs |  |  |  |
| **Week 15** |  |  |  |   |
| 04/23/24 | In class | Language |  |  |
| 04/25/24 | In class | Other leftovers |  |  |
| 04/26/24 | Opt Off Hrs |  |  | **Unit 3 & 4 Reflection Recording** |
| **Week 16** |  |  |  |   |
| 04/30/24 | In class | Final Unit Summary and Course Eval |   |   |
| 05/02/24 | TBD | Synthesis Speech Explained |  | **TBD** |
| 05/03/24 |  |  |  | **Synthesis Speech Due** |
| **Week 17** |  | **Final DUE TBD** |  |  |