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

**Instructor:** Tyler Pham **Office Hours:** MW 10 – 11 AM

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

**Email:** dpham1@ilstu.edu **Section:** 043

**Classroom:** Fell 158 **Meeting time:** MWF 2:00 – 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 eBbook**. 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:

<http://Bit.ly/COM_110>

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—Closed**

**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 3 new sources in addition to sources used in the group speech 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 (Communication Improvement Profile) Essay** (20 points). This is a short paper 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 in the spiral notebook from page 90.

**Synthesis Essay** (35 points). In the synthesis 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 in the spiral notebook from page 94.

**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. Participation will be assessed using a participation sheet.

* 50 pts. = A (100%) = Excellent.
  + Participate in almost every class period with insightful and thought-provoking responses
  + Demonstrate that you have thoroughly read assigned material
  + Show up to class on time every day & miss no more than 1 class
* 45 pts. = A (90%) = Very good.
  + Participate in *some* discussions
  + Demonstrate that you have read assigned material
  + May miss no more than 2 classes.
* 40 pts. = B (80%) = Good.
  + Participate *a few times* in class.
  + Are prepared for class most of the time
  + Miss 3-4 classes.
* 35 pts. = C (75%) = Fair
  + Participate *a couple times* in class.
  + Need to be more prepared for class.
  + Miss more than 4 classes.

**Participation Essay** (10 points). There will be one, brief essay that you will complete around Midterm, discussing your participation and deciphering what letter grade you should receive.

**Preparing to Participate Chapter Assignments (P2Ps)** (5 points each \* 15 chapters = 75 pts.). Each chapter of the text includes questions entitled “Preparing to Participate” or (P2P). You are required to answer all P2P questions for 15 out of the 18 chapters of the textbook. In other words, your three lowest P2P grades will be dropped. Each P2P is worth 5 points and must be completed before class on the assigned chapter day listed in the syllabus.

**EVALUATION**

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

CIP 20 pts.

Synthesis/Portfolio 35 pts.

Midterm Exam 100 pts.

Final Exam 100 pts.

Participation/Attendance 50 pts.

P2Ps 75 pts.

Participation Essay 10 pts.

**Total 690 pts.**

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.

**Attendance**. You are expected to come to class prepared and on time. Except for speech days, exam days, and workshop days, you can be absent three times during this semester without affecting your participation grade. If you have 4 unexcused absences, you can get no better than a B on participation; 5 unexcused absences means no better than a C on participation; 6 unexcused absences means no better than a D on participation; 7 or more unexcused absences means you will receive a failing grade for participation. You are responsible for all material missed while absent and I will not accept make-up work from unexcused missed days.

If you miss class because of an unexcused absence, such as leaving early for home, going to a concert, or oversleeping, there is no need to contact me. This is your individual choice, and I assume you know the consequences.

If you have a legitimate reason for not being in class, you must tell me as far as possible in advance by e-mail or bring a doctor’s note in case of illness. 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 from your coach or sponsor verifying that you are on the team.

**Graded Written Assignments:** Written assignments will be graded for grammar, syntax, and content.

* All assignments and papers must be in turned in as a **hard copy** and handed to me at the beginning of the class period on the day they are due. I do not grade papers unless I have them in hard copy.
* Late papers will be reduced *at least* one letter grade for each day (NOT class day) it is late. The first day late starts immediately after papers are collected at the beginning of the class period on the day the paper is due.
* If you are not in class the day an assignment or paper or reading quiz is due because of an EXCUSED absence, you are responsible for making sure you 1) give me the paper in hard copy before it is due, or 2) **email me the paper before the start of the class period** on which it is due (to avoid late penalty), and then give me a hard copy as soon as possible. I will not grade the paper until I have it in hard copy.
* If you are not in class the day paper is due because of an unexcused absence, the paper is late until I receive it in hard copy. Homework quizzes cannot be turned in if you have an unexcused absence the day it is due.
* Everything turned in must be typed, 8 ½ x 11 paper, and stapled in upper left-hand corner

, typed, 12-inch font, one-inch margins, Times New Roman font. And, unless otherwise noted, papers should be double-spaced. 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 singled spaced, and should not be more than four lines.**

* APA (6th Edition) or MLA (7th Edition) format: For specific assistance in citing, see <http://writing.umn.edu/sws/quickhelp/sources.html> for “Quick Tip” sheets or OWL at Purdue:
* APA: <http://owl.english.purdue.edu/owl/resource/560/01/>
* MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>

**Speech Etiquette**. As an audience, your attendance on speech day is REQUIRED. Failure to attend class on speech days will result in a 10% deduction from your speech per missed speech day. Late arrival on a speech day will result in a 5% deduction from your speech grade. Also, if you are late on a speech day, NEVER come into the classroom during a speech. Wait outside until you hear applause and the conclusion of the speech.

As a speaker, you will dress appropriately and conduct yourself professionally during your speech. If you do not show up for class the day you are supposed to give your speech, you will receive a 0 on that speech and will have to make it up in the speech lab in order to pass the class.

Finally, if you skip a group workshop day, you will lose 10% off your individual group speech score.

**Email and office hours**. I encourage you to visit me during my posted office hours. If these hours do not fit into your schedule, please contact me (via email or google calendar) to set up an alternate time. I am happy to meet with you. Remember, do not get discouraged with yourself; critical thinking, speaking, and writing takes practice! Do not let your frustration build up; if you have a concern about an assignment or the class, please talk to me!

Email is the best way to contact me outside of office hours. I will do my best to respond to all emails within 24 hours during the week and 48 hours on the weekend. Please email me from your @ilstu.edu account. Do not use the “Messages” tool on ReggieNet. Also, professionalism in email is essential. Please include a subject line, write clearly and concisely, and use proper grammar. In other words, do not email me like you text your friends. Emails with no subject line are not guaranteed to receive a response from me.

**Late work**: Turning in work late in the professional world is unacceptable and can lead to serious consequences, including termination of employment. The coursework for this class must also be completed and turned in on a timely fashion. If, for whatever reason, you are unable to complete an assignment on time and must turn in it in late you must turn it in by the next class after the due date. Assignments turned in late will lose 10% of the total number of points of that assignment. No written work will be accepted more than 1 class period after the due date and arranged beforehand unless serious extenuating circumstances can be documented. **Extensions can be granted in some circumstances, but the student must contact the instructor at least a full calendar week in advance, when possible**. Late work due to emergency situations will be dealt with on a case-by-case basis.

**Electronic Devices**. Unless otherwise indicated, the use of laptop in this class is not allowed since I do not expect you to take notes during class. If you need to take notes, please write in your notebooks. All other electronic devices, especially earphones/earbuds/air pods, must be turned off and put away before class begins. In case of emergency where you need to keep your phone on during class, please let me know in advance and keep it on silent or vibrate. If your phone rings or you are caught texting during someone else’s speech, you will lose 10% off the grade for your speech.`

**Freedom of speech in the classroom.** My goal for you in this class to develop your oral communication skill, so I expect you to actively participate in classroom discussions. However, I also expect you to be aware of your classmates and the implications of what you say on their well-being. I want to foster a supportive, comfortable and safe classroom environment, where everyone is encouraged to speak out. Therefore, I reserve the rights to hit pause or interrupt you when you are saying something that is considered offensive or hurtful to other students’ identities and backgrounds. Similarly, I will not approve your speech topic if it is considered offensive (you have to provide me a detailed outline of your speech with logical, researched support if you want your topic validated).

**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.

**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. 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.

**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 5 points of extra credit (up to 10 total points).**

**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)* | **Ch. 1 P2P** |
| **2** | Aug-26 | M | 2 | Communication Confidence | **Ch. 2 P2P** |
| Aug-20 | W | 3 | Ethical Communication | **Ch. 3 P2P** |
| Aug-30 | F | 4 | Perception and Self Concept | **Ch. 4 P2P**  **CIP Paper** |
| **3** | Sep-02 | M |  | **NO CLASS - LABOR DAY** |  |
| Sep-04 | W | 5 | Choosing Topics  (*Assign Informative Speech*) | **Ch. 5 P2P** |
| Sep-06 | F | 6 | Analyzing Your Audience | **Ch. 6 P2P** |
| **4** | Sep-9 | M | 7 | Supporting Material | **Ch. 7 P2P** |
| Sep-11 | W | 8 | Organizing Ideas | **Ch. 8 P2P** |
| Sep-13 | F | 9 | Outlining the Presentation | **Ch. 9 P2P** |
| **5** | Sep-16 | M | 10 | Beginning and Ending the Presentation | **Ch. 10 P2P** |
| Sep-18 | W | 11 | Using Appropriate Language | **Ch. 11 P2P** |
| Sep-20 | F | 12 | Designing Presentation Aids | **Ch. 12 P2P** |
| **6** | Sep-23 | M | 13 | Delivering the Presentation | **Ch. 13 P2P** |
| Sep-25 | W |  | Informative Speech In-Class Workshop  **APA Day** |  |
| Sep-27 | F |  | Informative Speech In-Class Workshop |  |
| **7** | Sep 30 | M |  | **Informative Speeches** |  |
| Oct-02 | W |  | **Informative Speeches** |  |
| Oct-04 | F |  | **Informative Speeches** |  |
| **8** | Oct-07 | M |  | **Informative Speeches** |  |
| Oct-9 | W |  | Midterm Review |  |
| Oct-11 | F |  | **MIDTERM** |  |
| **9** | Oct-14 | M | 14 | Communicating in Groups (Part 1) (*Assign Group Speech*) | **Ch. 14 P2P** |
| Oct-16 | W | 14 | Communicating in Groups (Part 2)  *(Assign Groups)* |  |
| Oct-18 | F |  | Group meetings/In-Class Workshop |  |
| **10** | Oct-21 | M |  | Group meetings/In-Class Workshop |  |
| Oct-23 | W |  | **Group Speeches** | **Group Speech Outlines** |
| Oct-25 | F |  | **Group Speeches** |  |
| **11** | Oct-28 | M |  | **Group Speeches** |  |
| Oct-30 | W | 15 | Listening: Process, Barriers (*Assign Persuasive Speech*) | **Ch. 15 P2P**  **Ch. 16 P2P** |
| Nov-01 | F | 15 | Listening: Types, Critical Listening, Improve your Listening | **Ch. 17 P2P**  **Persuasive Speech Topics** |
| **12** | Nov-04 | M | 16 | Understanding Persuasive Principles |  |
| Nov-06 | W | 17 | Toulmin Model | **Ch. 18 P2P** |
| Nov-08 | F | 17 | Logos, Ethos, Pathos |  |
| **13** | Nov-11 | M | 17 | Logical Fallacies |  |
| Nov-13 | W |  | Persuasive Speech In-Class Workshop |  |
| Nov-15 | F |  | Workshop day |  |
| **14** | Nov-18 | M |  | **Persuasive Speeches** | **Persuasive Speech Outlines** |
| Nov-20 | W |  | **Persuasive Speeches** |  |
| Nov-22 | F |  | **Persuasive Speeches** |  |
|  | Nov- 26 | M |  | **NO CLASS**  **FALL BREAK** | |
| Nov-28 | W |  |
| Nov-30 | F |  |
| **15** | Dec-02 | M |  | **Persuasive Speeches** |  |
| Dec-04 | W | 18 | Communication for the Common Good |  |
| Dec-06 | F |  | Final Exam Review | **Synthesis paper Due** |
| **16** | **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. \*\****

**Syllabus Contract**

I have read Tyler Pham’s COM 110 syllabus 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 gender pronoun?

What is your favorite musician/band right now?

Do you have a preferred name or nickname you go by?

What is something you would like your instructor to know?