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

**Fall 2019**

**Instructor:** Emily Hoberg **Office Hours:** MW 9:00-9:50am; or by appt.

**Office:** Fell Hall 053 **Phone:** 309-438-3672

**Email:** Ehoberg@ilstu.edu **Section:** 64

**Classroom:** Fell Hall 162 **Meeting time:** MWF 8:00-8:50AM

**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. (2018). *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:

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—9:00 a.m.-3:00 p.m.

***Also Required:***

* *A folder for daily class use*
* *Notecards (4x6 or smaller) for speeches*
* *Stapler to staple all multiple page assignments*
* *Access to working computer and printer*

**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**

**Introduction Speech:** The second day of class, you will be required to deliver a 2-minute speech in which you will introduce yourself to your peers.

**Exams:** There will be a midterm and final exam each worth 100 points. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities. The date and time of the final exam will be announced in October.

**Quizzes:** Quizzes may be added throughout the course of the semester if I feel that students are not doing the assigned readings. The format of quizzes will vary from multiple choice, true/false, and open answer.

**Formal Speeches:** Each student will present three formal speeches:

1. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)
   * 1. Assignment can be found in your spiral workbook.
     2. With this speech you are required to turn in:
        1. Instructor Evaluation Form due the first day of speeches
        2. Outline with references-final version due the first day of speeches
2. Group presentation (25-30 minutes, no more than 25:30; each member must speak at least 5 minutes consecutively; at least 10 sources must be cited in the presentation and in the references)
   * 1. Assignment can be found in your spiral workbook.
     2. With this speech you are required to turn in:
        1. Instructor Evaluation Form due the day speeches begin
        2. One collective, final outline with references due the first day of speeches
        3. Group Assignment Peer Evaluation Form-due the day of your speech
3. 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) Assignment can be found in your spiral workbook.
   * 1. With this presentation you are required to turn in:
        1. Instructor Evaluation Form due the day of your speech
        2. Outline with references-final version due the first day of speeches

**\*\*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 and can be found in your workbook. Typed outlines and references are required for each (a sample will be provided) and are to be turned in prior to presenting. If you have any concerns about your ability to meet the speech requirements, please come and see me to discuss your concerns.

**\*\***If you fail to give your speech on the assigned day for any non-excused reason (other than official ISU reason, doctor’s note from specific speech day, or official ISU bereavement) you must complete that speech in the speech lab. This speech must be given to an audience of 3-5 people and be recorded using a phone or video camera to be emailed to me to pass this course. However, this speech but will receive **0 points** for the assignment. Speeches must be made up in the speech lab **before** finals week to be counted as complete.

**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.

Each of these count towards your overall participation grade:

*Prepare to Participate:* Your participation grade in this course will, in part, be determined by your completion of “Preparing to Participate” (P2P) assignments. **Your P2Ps should be typed and printed prior to class; I will not accept them handwritten or emailed.** In order to receive full credit for a P2P, all answers must be clearly labeled and complete. Any question that asks you to “list” something must also include a definition or description for that term or concept.However, in order to receive full points you must demonstrate verbally or nonverbally in class that you understand the material.

*Engagement Defense Essay:*Towards the end of the semester, I will ask that you provide me with a written defense of what your participation grade should be. This paper will be explained in class. Attendance will affect this grade, as outlined below in the “Attendance” section of this syllabus.

*Workshop Activity Participation:*Workshop days are guided workdays. You will be expected to bring speech materials with you (laptops, books, etc.) and will have a task to complete by the end of class that is specific to material we previously covered in class. These days will involve sharing and receiving feedback on speech components with your classmates, brainstorming, and the chance for in-class, one-on-one help from me on specific speech elements. The product of each workshop day will be turned into me by the end of class for activity points. If you are not prepared for the workshop day, do not engage during work time, or do not turn in a finished product to me, you will not receive the points.

**Communication Improvement Profile (CIP):** This is a short paper **(2-4 pages)** in which you will analyze your own communication style, strengths, and weaknesses and 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. The CIP assignment details can be found in your spiral notebook. With your CIP paper you will turn in:

* + 1. Grading Criteria and Evaluation Form
    2. CIP Template

**Portfolio/Synthesis Essay:** 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 you have improved as a communicator throughout this class. This essay will be turned in with a portfolio of other assignments that you have completed throughout the semester (Note that the only new component is the synthesis essay). All required materials for the portfolio should be complied in a folder and turned in. More information on this assignment can be found in the spiral notebook. In your portfolio you will include:

1. *Portfolio Evaluation Form*
2. *CIP:* This will have already been handed back.
3. *Speech Materials:*All relevant materials from the three speeches.
4. *Final Synthesis paper:*(3-5 pages)
5. *Portfolio Appearance*: The portfolio should have a formal appearance. All writing should follow APA formatting- typed, double-spaced, Times New Roman size 12. Your portfolio should be placed in a folder with your name on it.

**EVALUATION**

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

Informative Speech 100 Points

Group Presentation 100 Points

Persuasive Speech 100 Points

Portfolio/Synthesis 100 Points

*CIP*

*Speech Materials*

*Synthesis paper*

*Portfolio Appearance*

Midterm 100 Points

Final Exam 100 Points

Participation TBD by instructor

*P2Ps/In class* 75 (15x5)

*CIP* 25

*Any Old Bag* 10

*Info Rough Draft* 5

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.

**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 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 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**

**Attendance:**

1. You are expected to come to class 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. I will grant you 3 absences without penalty (**which cannot be utilized on speech days, exam day, or workshop days)**, any further absences not excused by me will result in deductions to your Engagement Defense Paper grade. You are responsible for all materials distributed in your absence and should ask your peers for notes and other assignment information. **Note that even in regard to your 3 “free” absences, I will not accept makeup work.**
2. 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 the next class that we have in order for your absence to be excused (the doctor’s note must be dated from the day that you are sick or specifically state the day(s) you are to be excused. Only at the time that you give me your doctor’s note will I change your absence to excused and accept your late 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.
3. Attendance will be taken at the beginning of class; therefore, it is in your best interest to be on time to class. If you are more than 10 minutes late to class, it will be counted as an absence. If you feel you have a legitimate reason that will keep you from being on time, please discuss it with me immediately following class.

**Cell phones:** Cell phone usage should be kept to a minimum. One glance or text during class will not result in a penalty. However, if I see you are constantly texting, looking at your phone, or being a distraction to your classmates, I will assume you are disinterested in what is going on in class. In this case, you will be docked points on your participation. This is a 50-minute class, and I believe that you can keep your focus off your phone for that long. Your cell phone should not be out of your bag on speech days. If your phone rings/vibrates or you are caught texting during someone else’s speech, you will lose **10%** off the grade for your speech.

**Laptops:** Laptops are not allowed in class (unless otherwise instructed). 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 Top Hat ebook during class. If you feel you need to use a laptop in class, please come see me.

**Late Work:** I do not accept late work. All work is expected on the date it is due. I will work with you if you have a legitimate reason for your absence (determined by me) and arrangements have been made with me prior to the class meeting. Like most instructors, I am more understanding if you keep me informed. If you encounter problems, please let me know right away. Late work will be accepted if your absence is excused through the University or an accepted doctor’s note.

**Speech 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. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. We are a support system for each other because public speaking can be a scary proposition.

Your attendance on speech days is required and is not optional. Failure to attend class on speech days will result in a 10% deduction from your speech **PER MISSED SPEECH DAY**. It is inconsiderate to arrive late during a presentation and a **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. Walking in during a classmate’s speech will result in a 10% deduction from your speech.

\*\*\*All deductions will be added up and the total will be deducted from your speech\*\*\*

**Example:** On the first day of speeches your late and walk in during a speech (10%), your phone goes off during a speech (10%), and you miss the second day of speeches (10%). **30% will be taken off of your speech grade, even after you have given the speech\*\*\*\*\*\***

**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.

**Assignment Format:** Assignments for this class must be double-spaced (except for the heading, which is single-spaced) and typed in 12-point Times New Roman font. Assignments must also have one-inch margins. Headings should appear on the right side of the page in the header and include the following information: your name, the course number, the date and the page number. The title of the paper should be at the top of the page, centered. Please take pride in your work and proofread it carefully for spelling and grammar errors before turning it in. Additionally, be sure to staple all assignments consisting of two or more pages.

**Contacting the Instructor:** pls dont emails like u txt. Emails should contain a greeting, a specific and spell-checked message, and a closing with your name. All emails should be sent through an ISU email address. Please be patient and allow 24 hours for a response during the week (Monday through Thursday) and 48 hours on weekends (Friday-Sunday).

**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. 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.

**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 Research Credit is worth an additional 0.5% of your total possible final grade in this course. For example, if you participate in a research study that requires you to spend an hour in a lab (i.e., 1 Research Credit), and your course is based on a 1000-point total, your participation would provide 10 points to your final grade. 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)**

**Tentative Fall 2019 Schedule (Subject to Change)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Ch.** | **Materials Covered** | **Assignment Due** |
| **1** | Aug-19 | M |  | Syllabus Review and Introduction  *Assign Introductory Speech* |  |
| Aug-21 | W |  | Any Old Bag Speech  *(Assign P2Ps)* | Introductory Speech  Syllabus Contract |
| Aug-23 | F | 1 | Introduction to Communication  *(Assign CIP)* | Ch.1 P2P |
| **2** | Aug-26 | M | 2 | Communication Apprehension | Ch. 2 P2P |
| Aug-28 | W | 3 | Ethical Communication | Ch. 3 P2P |
| Aug-30 | F | 4 | Perception  *(Assign Informative Speeches)* | Ch. 4 P2P |
| **3** | Sept-2 | M |  | NO SCHOOL-LABOR DAY |  |
| Sept-4 | W | 5 | Choosing Topics | Ch. 5 P2P  CIP Paper Due |
| Sept-6 | F | 6 | Audience Analysis  *(Assign APA Assignment)* | Ch. 6 P2P  Topics due by 10pm on Reggienet |
| **4** | Sept-9 | M | 7 | APA/ Integrating Supporting Material | Ch. 7 P2P |
| Sept-11 | W |  | Informative Speech In-Class Workshop Day *(Bring laptops, books, & speech materials)*: Research and APA Practice | In Class Participation Assignment |
| Sept-13 | F | 8/9 | Organization and Outlining | Ch. 8 P2P  Ch. 9 P2P |
| **5** | Sept-16 | M | 10 | Introductions and Conclusions | Ch. 10 P2P |
| Sept-18 | W |  | Informative Speech In-Class Workshop Day *(Bring laptops, books, & speech materials)*: Rough Draft Feedback Workshop | In Class Participation Assignment  *Speech Order sign up* |
| Sept-20 | F | 13 | Delivery | Ch. 13 P2P  Rough drafts due @ 10pm on RN |
| **6** | Sept-23 | M | 11 | Language- The Social Construction of Reality | Ch. 11 P2P |
| Sept-25 | W |  | Informative Speech In-Class Workshop Day: Delivery Practice Activity | In Class Participation Assignment |
| Sept-27 | F | 12 | Language-Vivid Language Techniques and Integrating Visual Aids | Ch. 12 P2P |
| **7** | Sept-30 | M |  | Informative Speech In-Class Workshop Day *(Bring laptops, books, & speech materials)*: Feedback Workshop | In Class Participation Assignment |
| Oct-2 | W |  | **Informative Speeches** | \*\*Outline and references due\*\* |
| Oct-4 | F |  | **Informative Speeches** |  |
| **8** | Oct-7 | M |  | **Informative Speeches** |  |
| Oct-9 | W |  | **Informative Speeches** |  |
| Oct-11 | F |  | Midterm Review  (Ch’s 1-13) | Bring notes/ P2Ps to class |
| **9** | Oct-14 | M |  | **MIDTERM** |  |
| Oct-16 | W | 14 | Communicating in Groups  *(Assign Group Speech)* | Ch. 14 P2P |
| Oct-18 | F |  | Group Workshop Day/Activity Day (Bring laptops, books, and speech materials): Topic Exploration | In Class Participation Assignment  Topics due by 10pm on Reggienet |
| **10** | Oct-21 | M | 14 | Communicating in Groups | *Speech Order sign up* |
| Oct-23 | W |  | Group Meetings/Workshop Day (Bring laptops, books, and speech materials): Perspective Development | In Class Participation Assignment |
| Oct-25 | F | 15 | Conflict/Culture/Listening  *(Assign Engagement Paper)* | Ch.15 P2P  Group rough draft outline due if desired (not required) |
| **11** | Oct-28 | M |  | Group Speech In-Class Workshop Day *(Bring laptops, books, & speech materials)*: Feedback Workshop | In Class Participation Assignment |
| Oct-30 | W |  | **Group Speeches** | \*\*Outline and references due\*\* |
| Nov-1 | F |  | **Group Speeches** |  |
| **12** | Nov-4 | M | 16 | Fact, Value, Policy  *(Assign Persuasive Speech)* | Ch. 16 P2P |
| Nov-6 | W |  | Persuasive Speech In-Class Workshop Day (Bring laptops, books, and Speech materials): Topic exploration/organization | In Class Participation Assignment  *Speech Order sign up* |
| Nov-8 | F | 17 | Toulmin Model of Persuasion | Ch. 17 P2P  Topics due by 10 pm on Reggienet |
| **13** | Nov-11 | M | 17 | Toulmin Day 2 and in class Workshop Day: Toulmin Outline Practice |  |
| Nov-13 | W | 17 | Ethos, Pathos, Logos/Fallacies  (*Assign Synthesis Paper)* | Persuasive rough draft due if desired (not required) |
| Nov-15 | F |  | Persuasive Speech In-Class Workshop Day (Bring laptops, books, and Speech materials): Group Counter Argument and Rebuttal Development | In Class Participation Assignment |
| **14** | Nov-18 | M |  | Persuasive Speech In-Class Workshop Day (Bring laptops, books, and Speech materials): Full Argumentation Practice | In Class Participation Assignment |
| Nov-20 | W |  | **Persuasive Speeches** | \*\*Outline and references due\*\* |
| Nov-22 | F |  | **Persuasive Speeches** |  |
| **15** | Nov-25 | M |  | NO SCHOOL: THANKSGIVING BREAK |  |
| Nov-27 | W |  | NO SCHOOL: THANKSGIVING BREAK |  |
| Nov-29 | F |  | NO SCHOOL: THANKSGIVING BREAK |  |
| **16** | Dec-2 | M |  | **Persuasive Speeches** | Portfolio and Synthesis Paper Due |
| Dec-4 | W |  | **Persuasive Speeches** |  |
| Dec 6 | F |  | Final Exam Review | Bring notes/ P2Ps to class |
|  | TBD |  |  | **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 the syllabus for *Emily Hoberg’s* Com 110 and agree to the terms for required coursework and acceptable classroom behavior.

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

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

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

What is some of your favorite musicians/bands/songs to listen to?

Your favorite TV show or movie?

If you could turn any activity into an Olympic sport, what would you have a good chance at winning medal for?

If you could be a crayon, what color would you be and what would your name be?

What is one thing about you that might surprise people who don’t know you?

Please list any previous public speaking experience, if any:

What is something you would like your instructor to know?

Any allergies? In case the class gets treats! ☺