

COM 110: Communication As Critical Inquiry Fall 2019 * Section 67 * TR * 9:35 – 10:50am* Fell 148

Instructor: Elizabeth Chupp, M.S.
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Office Hours: By appointment only. [Click here](#) to schedule an appointment with me.

REQUIRED 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).

TEXTBOOK PURCHASING INFORMATION:

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.

SUPPLEMENTARY MATERIALS PACKET (2019 SPIRAL BOOK): 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 one to two 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.

Fall 2019 Communication Resource Center Hours of Operation (Fell 34):

Monday – Thursday, 9:00 a.m. – 6:00 p.m.

Friday, 9:00 a.m. – 3:00 p.m.

ALSO REQUIRED:

- Some mechanism that can record at least 10 minutes of video (smartphone, tablet with video capabilities, laptop with web cam, or a friend/classmate with said technology)
- Access to our ReggieNet website (through My Illinois State or <http://reggienet.illinoisstate.edu>)
- Pocket folder (for speech assignments)
- An ilstu.edu email account that you check regularly
- A positive attitude

COMMUNICATION AS CRITICAL INQUIRY (COM 110) COURSE GOALS:

Communication as Critical Inquiry 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. The 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. 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.

MY TEACHING PHILOSOPHY:

My goal as an instructor is to do all I can to create an environment in which we all can learn from each other safely, productively, and happily. Every person in this class contributes to that environment, and together we share the power to determine whether or not we live up to that goal.

Please remember that I am here to help you succeed. Do not hesitate to ask questions or ask for help, in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.) If you have any special needs that it would help for me to be aware of, please do let me know. I am committed to helping every student attain the best quality of education he or she can.

Ultimately, I believe that the quality of each student's education is largely dependent on his or her own efforts, attitudes, and behaviors. It is important for you to know that I will guide and assist you in any way that I can, but the knowledge, experience, and grade you take away are entirely within your control.

COURSE POLICIES:

ATTENDANCE/TARDINESS: Regular attendance is expected. Attendance will be taken during each class session. Be on time. When individuals arrive late to class they disrupt learning and show disrespect to their classmates and the instructor. Being absent or late will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up.

Excessive absences or tardiness will affect your grade in this class. You are always responsible for all material distributed in your absence. Also note any/all materials are handed out or emailed only once. If you are not in class to receive them (or delete/lose them), you should obtain the information from a fellow student. **All students WILL BE PRESENT ON SPEECH DAYS.** If you fail to attend class on a speech day, it will result in a 10-point deduction on your own speech.

An absence can only be excused if you contact me in advance with a legitimate reason for being absent (i.e., religious holidays, family emergencies, University sanctioned events, extended illness) and

sufficient documentation is provided if necessary. I will not excuse absences if you do not get in touch with me within a week of the absence nor will I accept notes after one month from the absence or after the final exam period.

PARTICIPATION: Because this is a skills-based, developmental course, participation is essential. Your success in this course depends on your active engagement with the material and your classmates. 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 your peers. I will not lecture over the materials read; but rather, synthesize the material into discussions and activities, of which students will play a large role. **For every class you miss, you will deduct two (2) points from your overall participation score.**

ASSIGNMENT DUE DATES: I WILL NOT ACCEPT LATE WORK. All assignments must be completed and submitted by the due date. If you are unprepared to turn in an assignment, unprepared to deliver a speech on your assigned day or do not come to class on an exam day, you will receive a ZERO for that assignment unless an alternate due date has been previously approved and documentation has been provided for extreme circumstances. Please note that you will still need to complete the assignment or speech even if it is not turned in on time. Further, technical problems such as power outages, downed systems, malfunctioning printers, or email glitches are not legitimate excuses for late or missing work. Always make a backup copy of your work (and carry it with you on the due date) and make use of University computer labs if necessary. **Please note: it is not my responsibility to track down your late or missing work.** You must take responsibility and ownership of your assignments.

I understand that students may view this policy as harsh. Rather, look at this policy from a professional standpoint. When you are in your future career and your supervisor sets a deadline for a task to be completed, there too will be no wiggle room for deadlines. By adhering to this policy now, you are only setting yourself up for success in the future.

BEHAVIORAL EXPECTATIONS POLICIES AND PROCEDURES:

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. **Also, please turn off all cell phones, iPods, laptops, etc. before coming to class and keep all electronic devices in your bag during class time.** While it should go without saying, professional courtesy extends to the instructor of the course, as well. Should you behave in a disrespectful manner towards the instructor, you will be asked to leave class and will forfeit any attendance/participation for the day.

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: While I encourage you to email me with questions, don't let email replace good communication between us. I encourage you to visit my office or arrange to meet with me in person. If you do email me, please be aware that I will not respond to email after 4:30pm. While a quick response is likely, please keep in mind that I am not always on email, and therefore I will do my best to get back to you within 24 hours on weekdays and 48 hours on weekends. **Note: Professionalism in email communication is demanded.** As a student of higher education, it is expected that all communication be of professional quality. When writing your emails, please identify yourself and the class for which you have an inquiry. Please be sure to address the instructor in a professional manner. Emails not properly addressed will not be answered. Failure to follow this policy will result in your email being deleted without consideration.

FORMAT OF ASSIGNMENTS: All work must be typed and double-spaced unless otherwise noted. Essays and papers should have one-inch margins and use a standard 12 point font (Times New Roman, Calibri, or Ariel). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. Also, for hard copy assignments, be sure to staple all pages together, including any required grading rubrics. **Note: 3 points will be taken off your assignment if your papers are not stapled together.**

GRADE DISCUSSIONS: You are welcome to consult with me at any time during the semester about your grade. I am always willing to discuss students' grades on particular assignments on an individual basis; however, all students must wait at least **48 hours** after an assignment has been returned before asking me questions about his or her assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was earned based on the criteria for that particular assignment. If you disagree with a grade you received on an assignment, you should follow the Evaluation Challenge procedure found in your spiral notebook. All evaluation challenges must be received no later than one week after the assignment in question has been returned. Keep in mind that grade discussions should not take place before, after, or during class for confidentiality reasons. I also cannot communicate with you about grades via email for confidentiality reasons. If you would like to discuss your grade, please make an appointment to meet with me in person.

ROUGH DRAFTS: While I am always willing to read through rough drafts of any assignment for this class, all rough drafts must be submitted no later than **one week before the assignment is due**. This allows me to provide you with constructive feedback on the assignment and gives you time to synthesize and incorporate my feedback as well. Any rough drafts submitted less than a week before the assignment is due will not be read, unless previous arrangements have been made with individual students. In this case, I would encourage students to seek assistance from the Visor Academic Center (012 Vrooman Hall, 309-438-7100).

SPEECH LAB: You are encouraged to visit the speech lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule time in the speech lab, call 309-438-4566 or come to Fell 032 and schedule an appointment in person. If you wish to video-record your presentation, please tell the attendant when booking your appointment. Remember to book your appointment early, as there are a great number of students trying to make appointments. **You must 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 or stop by in person 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.**

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.

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. 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. 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: In the event that 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>.

ASSIGNMENTS & EVALUATION:

Detailed descriptions of each assignment can be found in your Spiral Notebook, on ReggieNet and will be discussed in class.

SPEECHES: Each student will present three speeches (additional details will be discussed in class):

1. Informative Speech: 5-7 minutes; at least 4 sources must be cited in the presentation and in the references
2. Group Speech: 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

3. Persuasive Speech: 6-8 minutes; at least 4 sources must be cited in the presentation and in the references

All speeches must be completed to pass this 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 miss your assigned speech day, you will receive a **ZERO** on the speech. Exceptions to this rule are very rare and will be made at the instructor's discretion.

Remember, I don't give grades – you earn the grades you receive!

Informative Speech	100 pts.
Group Speech	100 pts.
Persuasive Speech	100 pts.
Communication Improvement Profile (CIP)	20 pts.
Unit Reading Quizzes (5)	50 pts. (10 pts. per quiz)
Midterm Exam	100 pts.
Final Exam	100 pts.
Activities: - Includes mini-speeches, impromptu speeches, self-evaluations, peer-evaluations, additional assignments/activities, etc.	TBD
Participation: - Includes attendance, class activities, and discussions	TBD

Note: At least 50% of the participation grade will be based on daily speaking opportunities for each student. The combination of the activities and participation grade will not exceed 100 points 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

In this course, simply doing an assignment does not result in an "A." Failure to follow directions or meet criteria will result in a loss of points. Students should note the definition of each letter grade:

"A" is reserved for work that is exceptional

"B" is reserved for work that is above average

"C" is reserved for work that is average (meets criteria)

"D" is reserved for work that is below average

"F" is reserved for work that is failing, late or not submitted for evaluation

Please be aware of the fact that a "bad" grade is not a reflection upon you as a person or student. A lower grade is merely a challenge to do better. I would be doing you a huge disservice if I did not expect you to live up to your fullest potential.

TENTATIVE SCHEDULE FOR COM 110 – FALL 2019

DATE	CONTENT/MATERIAL COVERED	ASSIGNMENTS/READING DUE
UNIT 1: IMMERSION		
<u>Week 1</u> Tues., Aug. 20	Course Orientation SPEECH OF INTRODUCTION Assign “Any Old Bag” Speech	Read: Syllabus; Spiral pp. 1-9, 106
Thurs., Aug. 22	ANY OLD BAG SPEECHES Assign Unit Quizzes & CIP Defining Communication	DUE: Syllabus Contract Page
<u>Week 2</u> Tues., Aug. 27	Communication Process Model Communication Confidence	Read: Ch. 1 & 2
Thurs., Aug. 29	Ethical Communication Perception & Self-Concept	Read: Ch. 3 & 4
UNIT 2: MESSAGE CLARITY		
<u>Week 3</u> Tues., Sept. 3	Assign Informative Speech Assign Speaking Dates Watch Sample Speech CIP Activity & Discussion	DUE: Unit 1 Reading Quiz (ReggieNet) DUE: CIP Template (Spiral pp. 92-93) Read: Spiral pp. 10-15; 20-21
Thurs., Sept. 5	Choosing Topics Analyzing Your Audience	DUE: Top three topic choices (ReggieNet) Read: Ch. 5 & 6
<u>Week 4</u> Tues., Sept. 10	Research Strategies Locating Supporting Material Evaluating Supporting Material Citing Sources	Read: Ch. 7; Spiral pp. 41-44; 112
Thurs., Sept. 12	Audience Analysis Data Collection Using Appropriate Language	Read: Ch. 6 & 11 <i>Bring speech topic choices to class!</i>
<u>Week 5</u> Tues., Sept. 17	Organizing Ideas Intros & Conclusions Outlining	DUE: Unit 2A Reading Quiz (ReggieNet) Read: 8, 9, & 10; Spiral pp. 23-37
Thurs., Sept. 19	Visual Aids Delivery	Read: Ch. 12 & 13
<u>Week 6</u> Tues., Sept. 24	Delivery Practice Informative Speech Reminders	

Thurs., Sept. 26	Workshop Day for Speeches	DUE: Unit 2B Reading Quiz (ReggieNet)
<u>Week 7</u> Tues., Oct. 1	INFORMATIVE SPEECHES	DUE: Peer Evaluations
Thurs., Oct. 3	INFORMATIVE SPEECHES	DUE: Peer Evaluations
<u>Week 8</u> Tues., Oct. 8	INFORMATIVE SPEECHES	DUE: Peer Evaluations
Thurs., Oct. 10	MIDTERM EXAM	
UNIT 3: PERSUASIVE COMMUNICATION		
<u>Week 9</u> Tues., Oct. 15	Assign Persuasive Speech Assign Speaking Dates Nature of Persuasion Ethos, Pathos, Logos Appeals	DUE: Informative Self Evaluations (ReggieNet) Read: Ch. 16 (pp. 221-224) & 17 (pp. 243-248); Spiral pp. 63-66; 71-85
Thurs., Oct. 17	Policy Claims Monroe's Motivated Sequence	DUE: Top three topic choices (ReggieNet) Read: Ch. 16 (pp. 224-235)
<u>Week 10</u> Tues., Oct. 22	Argument Model Reasoning & Evaluation Fallacies	Read: Ch. 17 (pp. 237-242; 249-253)
Thurs., Oct. 24	Argumentation Activities Persuasive Audience Analysis Data Collection	<i>Bring speech topic choices to class!</i> DUE: Unit 3 Reading Quiz (ReggieNet)
UNIT 4: MESSAGE RESPONSIVENESS		
<u>Week 11</u> Tues., Oct. 29	Assign Group Speech Assign Groups/Speaking Dates Communicating in Groups	Read: Ch. 14; Spiral pp. 45-50
Thurs., Oct. 31	Listening Managing Conflict	Read: Ch. 15 DUE: Group Speech Topics (ReggieNet)
<u>Week 12</u> Tues., Nov. 5	Workshop Day for Speeches Persuasive Speech Reminders	DUE: Unit 4 Reading Quiz (ReggieNet)
Thurs., Nov. 7	Workshop Day for Speeches	
<u>Week 13</u> Tues., Nov. 12	PERSUASIVE SPEECHES	DUE: Peer Evaluations
Thurs., Nov. 14	PERSUASIVE SPEECHES	DUE: Peer Evaluations

<u>Week 14</u> Tues., Nov. 19	PERSUASIVE SPEECHES	DUE: Peer Evaluations
UNIT 5: SYNTHESIS		
Thurs., Nov. 21	Course Evaluations Synthesis of Course Group Speech Reminders	DUE: Persuasive Self Evaluation (ReggieNet) DUE: Synthesis Reflection Worksheet (ReggieNet) Read: Ch. 18
<u>Week 15</u> Tues., Nov. 26	Thanksgiving Break	
Thurs., Nov. 28	Thanksgiving Break	
<u>Week 16</u> Tues., Dec. 3	GROUP SPEECHES	
Thurs., Dec. 5	GROUP SPEECHES	
FINAL EXAM PERIOD – TBD	FINAL EXAM	

*The above schedule, procedures, and policies in this course are subject to change in the event of extenuating circumstances. The instructor will notify students in a timely manner of all changes related to the course schedule through in-class announcements and through ReggieNet. In addition, the instructor reserves the right to handle situations with students on a case-by-case basis.

COM 110: Communication As Critical Inquiry
Contract Page

This syllabus is a contract between you and me. Though the schedule may shift a bit here and there as the course proceeds, the policies and procedures outlines in the syllabus will not. This contract is your agreement to follow the guidelines for this course as stipulated in the syllabus. By signing and dating this page below, you indicate that you have thoroughly read and understand the syllabus and our course policies. I am ready and willing to listen to your complaints, suggestions, pleadings, etc., but only if you signed this document so that I know we're on the same page. If you wish to request that I change a grade on an assignment, speech, or exam, please bring this syllabus in, along with the original graded assignment, any pertinent information, and an essay outlining your challenge.

I have read the syllabus and completely understand the requirements of the class. Any questions about the course have been appropriately directed to the instructor. Any grade disputes will go through the appropriate channels set out by the School of Communication. All work submitted for this course must be my own original work. I have read and understood the plagiarism policy of this course.

Student Signature

Date

Student Name (PRINT)