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

**Illinois State University**

*“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”*

*—Nelson Mandela*

**Instructor:** Jillian Joyce Kaufmann **Email:** jajoyc1@ilstu.edu

**Section:** 35 **Our Classroom:** Fell Hall, room 123

**Meeting Time:** 1:00-1:50pm, MWF **My Office:** Fell Hall, room 418

**Office Hours:** MWF—10:45-11:45am in-person in Fell Hall (room 418) or by appointment via Zoom.

**Communicating with Me:** I am always happy to meet with students! Please feel free to come by my office hours (I hold those specifically as a time for students to stop in and talk). I recognize, however, that these in-person times might not work for everyone’s schedule, so I also offer Zoom hours by appointment. Please email me at jajoyc1@ilstu.edu to schedule a Zoom meeting.

*I know that for many of you, this will be one of your first college courses. College can be a lot to navigate and you don’t need to do it alone. My goal is to make this classroom as comfortable and accessible for students as possible. If you have any questions, concerns, or would just like to talk about the course, please feel free to reach out to me.*

**TEXTS**

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2018). *Engaging communication.* (Top Hat ebook version).Fountainhead Press.

Simonds, C. J., & Hooker, J. F. (2023). *Communication as critical inquiry: Student workbook.* Stipes

Publishing.

(Purchasing details available below).

**WHAT YOU WILL NEED FOR THIS CLASS:**

There are a few materials you will need for this class:

1. **COM110 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.
2. **COM110 Workbook purchasing procedures.** Students will purchase the student workbook (COM 110 Communication as Critical Inquiry) from the publisher, Stipes, who will then mail the workbook directly to you. Please order at the following address:  [https://buy.stipes.com/products/isu-com-110-24sp](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbuy.stipes.com%2Fproducts%2Fisu-com-110-24sp&data=05%7C02%7Ccjsimon%40ILSTU.EDU%7C68343fde84bd43f4bd0208dc0a17620f%7C085f983a0b694270b71d10695076bafe%7C1%7C0%7C638396342845429811%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=44Y60qZ3w%2BFyomU%2FekonQ%2F3SFgIu7neVRRV9rOy3PaI%3D&reserved=0)
	1. The workbook will cost $39.50 plus tax and shipping. When you order, be sure to include the **billing address** for the credit card you are using and also the **shipping address** for where you want the workbook sent. If you have any issues with this process, please contact the publisher directly at orders@stipes.com
	2. Here are a few very important things to note:
		1. Your **Billing Address** is associated with the card used to pay; this is likely your parents’ address/your home address.
		2. Your **Shipping Address** is where you are living currently. This may be the dorms at ISU. It is important to note that your *billing address* and *shipping address* may be different.
3. **Access to our Canvas course**. This will be our hub for assignments, communication, etc.
4. **Access to your ilstu email address.** I send emails frequently, as will your other instructors. You will want to check your ilstu email daily. If you have a smart device, like an iPhone or Android, it may be convenient to receive emails on your device. Set up procedures for downloading and configuring the outlook app for iOS or Android can be found [here](https://help.illinoisstate.edu/technology/support-topics/email/microsoft-365-email/setting-up-email-on-your-device/setting-up-email-on-mobile-devices/downloading-and-configuring-the-outlook-app-for-mobile-devices).

**COURSE MATERIAL ASSISTANCE:**

If you have concerns about being able to afford the materials for this class, there are several options for you.

* First, talk with your instructor. As early as possible, let your instructor know if the cost of the materials will be a barrier to your success in class. Your instructor will be able to point you to resources that may assist you.
* Check Milner Library. Through Milner Library you can access course materials using their [course reserve](https://library.illinoisstate.edu/services/course-reserves/reserve-item/) service. These materials can be used for two-hour time blocks inside Milner Library. You can also [ask a librarian](https://library.illinoisstate.edu/contact/) for assistance with this process.
* Contact your academic advisor. Your [advisor](https://universitycollege.illinoisstate.edu/advising/) is knowledgeable about your academic goals and will assist you in navigating your academic experience.
* Reach out to the Financial Aid office. Make an appointment with a [financial aid counselor](https://financialaid.illinoisstate.edu/contact/) and specifically mention you are seeking help paying for course materials. The Financial Aid office can ensure students are using all forms of available aid and will investigate options for students, such as a [Short-Term Emergency Student Loan](https://policy.illinoisstate.edu/students/2-1-25/).

**HOW TO COMMUNICATE WITH JILLIAN:**

I always want to hear from students (and am pretty quick at responding). Here are details that are important for you to know.

* Sending me an email at jajoyc1@ilstu.edu is the best way to contact me. I am very prompt at responding to emails – you will receive an email within 24 hours on a weekday and within 48 hours on a weekend. If a day has passed and you have not heard back from me, it’s possible that I missed your message. Please gently send a follow-up email.
* One goal of my class is to prepare you for future communication with professors, employees, bosses, team members, etc. One good way to do this is to practice professional email etiquette. Please make sure that your email has all of the following elements:
	+ A subject line with your general question/concern/topic
	+ A greeting (e.g., Hi Jillian,)
	+ Detailed information about your question/concern/topic
	+ A closing with your name

**MY TEACHING PHILOSOPHY:**

* The two key values that I believe are crucial to a healthy classroom setting are trust and respect. My goal is to create a comfortable environment for all parties where there is a feeling of community instead of competition. You are working together, not against each other, in your learning experience. As students, the more comfortable you are with your classmates, the easier (and more fun!) the semester will be. We are a team, and we need to rely on each other in order to be successful.
* I am here to help you and make this class beneficial for all of us. Communication is key in all classes, careers, and relationships. I want to communicate well with each of you, so please be sure to communicate with me as much as you may need. I am very excited for this class, and will come prepared and excited to teach. I ask that you bring your best attitude and desire to learn to this class as well. Together, we will make this class beneficial and have a good time doing it.
* Please do not hesitate to ask questions, or ask for help. If you have any special needs that it would help for me to be aware of, please let me know. I truly enjoy teaching this course and am looking forward to what the Fall 2023 semester brings!

**WHAT ARE THE BIG TAKE-AWAYS FOR YOU IN THIS COURSE?**

Communication As Critical Inquiry (COM110) Course Goals:

1. 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.
2. 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.
3. 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

1. personal and social responsibility, allowing them to
2. participate in activities that are both individually life-enriching and socially beneficial to a diverse community (civic knowledge and engagement)
3. demonstrate ethical decision making
4. demonstrate the ability to think reflectively

IV. integrative and applied learning, allowing students to

a. identify and solve problems

b. transfer learning to novel situations

c. work effectively in teams

**WHAT WILL WE DO IN THIS CLASS?**

My goal in this class is to help students develop their own unique, powerful voices, as well as become competent, ethical, critical, and compassionate speakers and listeners. The assignments that we complete in this class will help us achieve these goals.

**Presentations:**

Each student will present three major 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). The goal of this speech is to explain/teach a unique and interesting topic to your audience.
2. Group Presentation (25-35 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). This is a group presentation where your group will examine a timely, controversial topic from a variety of viewpoints.
3. Persuasive Speech (5-7 minutes, no more than 7:30; at least 6 sources must be cited in the presentation and in the references). The goal of this speech is to explore a timely, controversial topic and advocate for a position.

Notes about major 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. 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.*
* If you fail to present one of these speeches, you cannot pass the course. You must present your speech on your assigned day. If you have an excused absence (please see the excused absence section), you must communicate with Jillian to coordinate details about how to present.
* To ensure we have enough time to hear from everyone, I have to cut off students once they reach 7 minutes and 30 seconds. It will be very important to practice your speech to ensure it falls within the time limit. Points will be deducted for any information that is not covered within the time limit.

Notes about apprehension, anxiety, and fear regarding public speaking:

* Public speaking can be *scary.* You are not alone; public speaking is intimidating and uncomfortable for most students (and sometimes for your teacher, too!). However, you have valuable, worthy, important ideas that deserve thoughtful, developed communication. No one in this class is a perfect communicator, but we will all make steps toward becoming the best communicative versions of ourselves.
* If you have any concerns about meeting the requirements of this course, let me know and we will work together to develop a plan that helps you succeed.

Speech Evaluations

* Further directions for speeches, including a rubric for evaluation, will be provided for you throughout the semester.
* Additionally, one of the best ways to grow as a speaker is through self-reflection and peer feedback. For your informative speech and persuasive speech, students will complete a self-evaluation and a peer evaluation. Details for both will be provided.

**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.
* There will be several in-class participation activities throughout the semester that will account for a portion of points in this course. For in-class activities, you must be present to receive these points (excused absences, of course, will be accounted for).

**Portfolio Reflection Assignments:**

* Students will have two reflection assignments in this course: A Communication Improvement Profile assignment at the beginning of the semester and a Synthesis assignment at the end of the semester. These assignments will represent your insights, observation, experiences, and reflections that illustrate course content. For your Synthesis assignment, you will use the feedback from your speeches as evidence. Detailed assignment guidelines will be provided on Canvas.

**Typed Work:**

* Unless otherwise indicated on Canvas, all typed work must be submitted as a Word document. Please note that you have access to Word through Office365. If you do not have Word on your computer, go to [office365.illinoisstate.edu](http://office365.illinoisstate.edu/), log in with your Illinois State email address and password, and select the Word icon. I expect all work to be completed in 12 pt., a standardized font (Times New Roman, Arial, or Calibri), and with one-inch margins.
* I know some students may be unfamiliar with using Word – this will be an important tool for you to know how to use in your college career. If you have any questions or concerns about using Word, please reach out to me.

**Participation & Attendance:**

* Participation for this course is a function of chapter readings, personal contribution to class discussions, and respectful responses to the contributions of classmates.
* Attending class and participating during each class session is imperative. You bring a specific knowledge to this course that no one else can. Without your voice, our class will lack your unique perspective and understanding. Here are ways you can participate in class:
1. Demonstrate strong listening skills by making eye contact and displaying positive nonverbal behaviors.
2. Share your perspective by answering questions in class.
3. Add on to your classmates’ contributions.
4. Participate in meaningful discussion with your peers in small groups.

Attendance:

* Attendance is required for this course; however, I understand that sometimes life happens. There might be a day where you just need a break and can’t come to class. Therefore, you are allowed two “unexcused absence days” throughout the semester that will not affect your attendance grade (however, you will need to ensure that you are in an academic position where you can afford to miss the in-class participation points for the day. Attendance is worth 30 points. After the second absence, I will deduct three points per absent day. Absences made through the Dean of Students (e.g., medical/illness leave, family emergency/bereavement, etc.) or absences for university-related activities (e.g., sports events where I receive a notification) are, of course, excused and will not negatively affect your grade. Additionally, please always reach out to me in advance if you have something happening in your life. Like most teachers, I am more than willing to work with you if you communicate with me in advance. The chart below provides an example of how unexcused absences may affect your grade:

Number of Absences Points Deducted from Attendance Grade

 3 -3

 4 -5

 5 -7

 6 -9

 7 -11

 8 -13

 9 -15

 10 -17

 11 -19

 12 -21

 13 -23

 14 -25

 15 -27

 16 -29

* Please note that coming to class on time is also imperative. If you arrive after attendance is taken, you will be marked as late. If you are late three times, that will count as an absence.

**Late Work**

* Life happens. Sometimes things are late, but I do accept late work: I take 10% off per day an assignment is late.
* What this means is if you receive a 20/20 on an assignment, but it’s been turned in two days late, you would receive a 16/20 (20 x .2 = 16).
* Weekends/holidays **are included** in the 10% off per day timeframe. You may turn in an assignment **up to 3 days late**. I do not accept assignments that were due more than 3 days prior.
* Please communicate with me if something is happening in your life. Like most instructors, I am happy to work with you if you keep me informed. Please communicate with me if there are extenuating circumstances happening in your life that may require a deadline extension. Please see below for how to submit late work.

How to submit late work:

* + If an assignment is late, please fill out the “Late Submission” form on Canvas located under the “Files” tab. You will turn this form in at the time you turn in your late assignment. You will submit this form through the “Inbox” tab on Canvas. Late work **will not** be accepted if this form is not turned in on Canvas at the time when you turn in your late assignment. Please follow the instructions on the form carefully.

**HOW MANY POINTS CAN YOU EARN IN THIS COURSE?**

SPEECHES:

Introduction Speech 5 Points

Informative Speech 100 Points

Group Presentation 100 Points

Persuasive Speech 100 Points

Impromptu Speech 2 Point

PORTFOLIO REFLECTION ASSIGNMENTS:

CIP Assignment 20 Points

CIP Template 3 Points

Synthesis Assignment 30 Points

Synthesis Template 2 Points

PREPARING TO PARTICIPATE READING QUESTIONS (SUBMITTED ON TOPHAT)

P2Ps (5 pts. each – 17 chapters) 85 Points

ADDITIONAL ASSIGNMENTS:

Syllabus Contract 1 Point

About Me Assignment 1 Points

Info. Sources Assignment & p. 35 8 Points

Informative Rough Draft 8 Points

Group Speech Rough Draft 5 Points

Group Search Tools Assign. & p. 52 8 Points

Persuasive Sources Assign. & p. 84 8 Points

Persuasive Rough Draft 8 Points

COM110 Lab Attendance 10 Points

Informative Speech Self-Eval 3 Points

Informative Speech Peer-Eval 5 Points

Persuasive Speech Self-Eval 3 Points

Persuasive Speech Peer-Eval 5 Points

ATTENDANCE: 30 Points

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: 550 Points

\*\*Additional in-class/extra credit points possible throughout the semester\*\*

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

The grading scale is a standard ten percentage point scale:

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

**I COULD USE SOME ACADEMIC RESOURCES THIS SEMESTER, WHAT IS AVAILABLE TO ME?**

**COM110 Lab:**

* We have a great resource on campus called the COM110 Lab; here, you can practice your speech in front of another COM110 instructor (who isn’t me) and receive feedback on your presentation.
* You are required to visit the COM110 Lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the COM110 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 COM110 Lab can be a useful tool in improving the quality of your speech and public speaking skills.
* To schedule time in the COM110 Lab, call (309) 438-4566 or come to Fell 032 and schedule an appointment in person. **You can only make an appointment during COM110 Lab open hours over the phone or 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 COM110 Lab. If you need to change or cancel your appointment, you will need to call the COM110 Lab at (309) 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 COM110 Lab again.**

**Library:**

* The librarians at ISU are excellent at helping you find research materials! We even have page dedicated to COM110 on ISU’s library page (check it out: <https://guides.library.illinoisstate.edu/com110>). If you could use some help finding a strong resource for an assignment (in this class or other classes), navigate to <https://library.illinoisstate.edu/> and click the green “Chat with us” button on the right-hand side to talk with a librarian about your researching needs. I do this all the time and highly recommend it.

**The Julia N. Visor Academic Center:**

* The visor center offers weekly tutoring sessions, writing help, academic coaching, and more! Visit <https://universitycollege.illinoisstate.edu/help/tutoring/> to see all of the helpful resources they offer.

**Extra Credit:**

**School of Communication Research Pool Webpage**

* I will provide various extra credit opportunities throughout the semester (for instance, there is an extra credit opportunity hidden in this syllabus!). However, you may also choose to take part in the School of Communication’s research site. Researchers in the School of Communication (like me) are always looking for participants and you are welcome to participate in any study you are qualified for (e.g., some studies are only looking for seniors, nursing majors, women, etc.)
* For each survey you take, I will offer you 2 extra credit points (you may take up to 5 surveys).
* 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.

**I COULD USE SOME NON-ACADEMIC RESOURCES THIS SEMESTER, WHAT IS AVAILABLE TO ME?**

**Special Needs:**

* + Our Student Access and Accommodation Services is a wonderful office. If you had an IEP in high school, are wondering if you might need extra time on tests or assignments, have concerns about how your mental health might affect your classwork, etc., they’re great people to reach out to.
	+ 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](http://www.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](http://www.Counseling.IllinoisState.edu) or by calling (309) 438-3655.

**Food or Housing Insecurity:**

* + It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. The [School Street Food Pantry](https://schoolstreetfoodpantry.org/) is a helpful in-town resource. Additionally, the [Dean of Students Office](https://deanofstudents.illinoisstate.edu/contact/dean/) is a great place to get started if you need resources, but aren’t quite sure where to turn. You can reach them at (309) 438-2008.

**WHAT ARE THE SPECIFIC POLICIES IN THIS COURSE?**

**Illinois Articulation Initiative (C2900: Oral Communication):**

* + 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 at least 50% of the overall grade.

**Illness & Sick Leave:**

* As responsible adults investing in their future, Illinois State University students are encouraged to take control of their own education, especially when life and health challenges interfere with the planned process. When students need to have an extension, break from class, etc. due to illness, they must be swift and proactive in working with their instructors to take advantage of learning opportunities, develop mastery of course materials, meet the learning objectives as outlined in the course, and prepare themselves for more advanced learning.
* Essentially, as an adult learner, you are responsible for reaching out to me immediately if an illness will interfere with your participation in the course. This is a very unique season in higher education and I want to work with you to ensure that you are successful as a student. Concerns will be addressed on a case-by-case basis.
* If you are absent due to a required self-isolation or quarantine (for instance, if you have COVID), you will need to provide documentation to the [Dean of Students Office](https://deanofstudents.illinoisstate.edu/contact/dean/) for your absence to be excused. The Dean of Students Office will notify your instructors, and they will make reasonable modifications/extensions to any assignments missed during this time.

**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](https://deanofstudents.illinoisstate.edu/conflict/conduct/code/Code%20of%20Student%20Conduct%202016%20FINAL%20August%2031%202016.pdf). 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 the [Office of Student Conduct and Conflict Resolution](https://deanofstudents.illinoisstate.edu/conflict/).
* Plagiarism comes in many forms, ranging from intentional (e.g., submitting work that is not your own) to unintentional (e.g., forgetting to cite where you got your information from). Plagiarism can be confusing (for example, did you know self-plagiarism is also unacceptable? You cannot submit work that is not original, even if you are the one who wrote it). In this class, we will talk about how to avoid plagiarism by citing any information that is drawn from other sources. This will be beneficial to you in this classroom (and in your professional life after graduation). In this class, we will practice summarizing and paraphrasing content, while using quotes sparingly. Plagiarism has consequences, even if it is unintentional, so when in doubt, please ask.
* I also expect all work to be your own, written by you. AI (including ChatGPT) is a useful tool (we’ll discuss this in class!). However, the ideas and the written content in this class must be your own.

**Technology in the Classroom:**

* Please bring a computer or smart device (e.g., phone) with you to class, as there will be several times throughout the semester when you are asked to use technology for class-related purposes. However, technology (e.g., phones, computers, etc.) must be put away when not explicitly required during class. Failure to do so will result in you being marked as “absent” for the class period.
* I understand that there is a difference between sending a quick text and scrolling on your phone. If your attention in class is distracted by your device, that is when you will be marked as absent and need to come speak to me during my office hours about how to resolve this misbehavior.
* Additionally, please make sure to remove your headphones, earbuds, etc. prior to the start of class.
* There is a valuable caveat here: if you are on your phone during another students’ speech presentation, you will automatically lose 10% from your own speech grade. If there is an extenuating circumstance, you **must** come speak to me about it beforehand. Speaking to an audience is intimidating, and it is necessary to be an attentive, supportive audience member.

**Tardiness to Class/Speech Day Attendance:**

* Please come to class on time, as we will get started right away. Failure to come to class on time will result in being marked as “late” (please see the attendance policy regarding late attendance above).
* Coming to class on time during speech days is paramount. If you are late on a speech day, please wait outside the door and knock to be let in once you hear applause. It is very distracting to present when someone walks in late, so this behavior will not be permitted.
* If you are late to class on a speech day, you will lose 2% on your own speech grade per speech missed (so, if you are late enough to miss three speeches, you will lose 6% on your own speech grade). If you fail to come to class on a speech day, you will lose 10% on your own speech grade.

**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: <https://policy.illinoisstate.edu/students/2-1-27/>

**WHAT ARE THE BEHAVIORAL EXPECTATION POLICIES IN THIS COURSE?**

**Diversity:**

* ISU remains committed to creating and maintaining a working, learning and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. Our classroom will be a place free from speech that is hateful or bigoted, and we will strive to learn graciously from each other.
* There may be times in this class where you do not agree with another person. That’s ok! Our goal is not to all agree, but to all learn from each other, and do so in a way that is respectful and thoughtful of all of our classmates.

**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.
* Since a part of this class is exploring controversial topics, it is imperative that we create an environment when we can all speak, grow, and learn from one another. We can respect all who are participating in this learning community by:
	+ 1. honoring their right to their opinions;
		2. respecting the right of each person to disagree with others;
		3. responding honestly but thoughtfully and respectfully, using language that others will not consider foul or abusive;
		4. respecting your own privacy and the privacy of others by not revealing information you deem private and that you feel might embarrass you or others;
		5. being constructive in your responses to others in the class;
		6. being prepared to clarify statements that might be misunderstood or misinterpreted by others.

**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.
	+ - Public speaking is intimidating for almost everyone! Therefore, our goal is to be a strong support system for one another. I expect you to hold your peers in high regard, and hold yourself in high regard.
		- Being in class on time is *very* important on speech days. I will outline the requirements of speech days as the time gets closer in class.

**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.

**What to do if you are having a problem with some aspect of the course or a conflict with another student or the instructor:**

* Talk to me! Please send me an email to set up a time to talk or come by my office hours. I want to make sure that this class is a safe and accessible space for us to all grow as learners. If you have any concerns, please reach out.

**JILLIAN’S OVERALL TAKEAWAYS:**

I love teaching this class and am so looking forward to getting to know each of you! I know public speaking is a big source of anxiety and fear for many people, but together we will develop and practice tools to manage it. Your fellow classmates and I will be your biggest cheerleaders.

Another part of class that is very important is reading and following directions. I will ask you to read this syllabus after the first day of class; if you read this sentence, email me a photo of your favorite animal by Monday, January 22nd and I will give you one point of extra credit.

**FREQUENTLY ASKED QUESTIONS**

**Q**: Speaking in front of people scares me and I’m worried about this class; what can I do about it?

**A**: We will go over several strategies to minimize communication apprehension in this class (and we’ll talk about how nervousness can really be a helpful tool). You can also come talk to me during my office hours or schedule a meeting via Zoom. We can brainstorm strategies and plans specifically for you.

**Q**: How many speeches are in this class?

**A**: Three formal speeches: an informative speech, a multiple perspectives speech, and a persuasive speech. Presenting each speech is required to pass the course. You will also have several non-formal speaking opportunities.

**Q**: What is the best way to get in contact with you?

**A**: Email! Please include a subject line, a greeting, full sentences, and your name. I am always happy to answer questions, but will refer you to the syllabus if the question can be answered there (so it’s a good idea to check here first).

**Q**: Do you accept late work?

**A**: Life happens. Sometimes things are late. Please communicate with me if something is happening in your life. I take 10% off per day that the assignment is late, so turning assignments in as soon as possible is beneficial. Additionally, I do not accept late work that is more than 3 days late. Please review the Late Work portion of the syllabus above to review the requirements for submitting late work.

**Q**: What materials do I need for this class?

**A**: We have an online textbook and a physical workbook. I also weekly communicate with the class through Canvas, so checking our Canvas page and your email frequently is a good idea.

**Q**: What should I be aware of if I have a Zoom meeting with you?

**A**: Please come to a Zoom meeting like you would any in-person meeting. If you’re unable to do this, I will have to end the call. Please have your screen set up so that I can see your face. Please be wearing appropriate clothing. Please do not be laying down. Please do not be ordering Chicken McNuggets in a drive-thru. (It’s happened!) Please come prepared. Please feel free to ask any questions you have. Please Zoom often!

**Q**: Do you like teaching this class?

**A**: Absolutely ☺

Bottom of Form