

## COMMUNICATION AS CRITICAL INQUIRY (COM 110)

*“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

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**Instructor:** Jillian Joyce Kaufmann  
**Office:** Fell Hall 450  
**Email:** jajoyc1@ilstu.edu  
**Office Hours:** TR: 12:00-1:30 or by appt.

**Classroom:** Fell Hall 123  
**Phone:** (309) 438-7815  
**Section:** COM110\_058  
**Meeting time:** TR: 3:35-4:50

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### TEXTS

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

Simonds, C. J., Hunt, S. K., & Hooker, J.F. (2019). *Communication as critical inquiry: Supplementary materials packet*. Champaign, IL: Stipes Publishing.

(Available at the School of Communication Resource Center in the basement of Fell —See below).

### COURSE MATERIALS

**COM 110 Top Hat 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](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

**1<sup>st</sup> two weeks' hours: Fell 34**

**Monday—Thursday 9:00 a.m.-6:00 p.m.**

**Friday—9:00 a.m.-3:00 p.m.**

## 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.

### 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, for grades. 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, 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 let me know.

## ASSIGNMENTS

**Introduction Speech.** On the second day of class, you will be required to deliver a brief speech in which you will introduce yourself to your fellow students. The goal of this speech is for you to gain practice speaking in front of an audience, while getting to know your classmates.

**Exams.** There will be a midterm and a final exam. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities.

**Speeches.** Each student will present three speeches:

- a. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references; 1 of these sources must be an academic journal article)
- b. Group presentation (25-30 minutes depending on the number of members, each member must speak at least 5 minutes consecutively, at least 10 sources must be cited in the presentation and in the references)
- c. Persuasive speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references; 1 of these sources must be an academic journal article)

*\*Further details will be given in class for each speech.*

*\*Speeches that exceed the time limits by more than 30 seconds will be docked from the "Overall Impression" category (listed on the evaluations in your spiral book) as well as any content that was not covered. Students will be made aware when certain time limits are nearing. I will stop speeches when they reach 30 seconds over the time limit to ensure every speaker is able to deliver on his/her speech day. Additionally, speeches that do not meet the required time limit will be docked.*

**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.**

Speeches cannot be delivered without having turning in an electronic copy of the outline on ReggieNet and a hard copy of the outline in class. You will also be required to submit a preliminary outline to me for comments prior to your presentation date.

If you fail to give your speech on the assigned day (whether because you missed the day or did not have the appropriate materials) you must complete that speech for an audience of 6-8 people,

have it recorded, then bring the recording to me in order to pass the course, but will receive **ZERO POINTS** for the assignment. In addition, speeches must be completed within three days except in extreme circumstances, in which case prior arrangements with the instructor will be required.

**Communication Improvement Profile (CIP).** This is a short paper (**2-4 pages double-spaced**) in which you will analyze your own communication style, strengths and weaknesses. You will also discuss what your goals and expectations are for your improvement in this course, and include a plan of action that you will use to achieve those goals. I expect formal, college-level writing and reasoning in this paper. Details will be discussed in class.

**Final synthesis paper.** In this paper (**3-5 pages, double-spaced**), you will reflect on your progress over this semester in COM 110. Identify at least three skills you think you improved on, and three skills you can continue to improve on. Your speeches will serve as the evidence of the claims you are making and you are to reference them in your paper.

In addition to the 3-5 page synthesis paper, you will write a paragraph about each of your speeches (for a total of three paragraphs). In the paragraph, include your speech topic, your main points, what you thought you did well in the speech, and what you believe you could have improved on. These three paragraphs should be written on the same page and stapled to the front of your synthesis paper. Further details will be discussed in class.

**Activities.** You are expected to come to class and be prepared to engage in activities and discussion with your peers. I do not want to lecture on notes you have already read and I KNOW you do not want to listen to a lecture the whole time ☺ Activities will be done in class and cannot be made up. Detailed instructions will be given at the appropriate times.

**Preparing to Participate Chapter Assignments (P2Ps): Knowledge and Application.** Each chapter of the online textbook includes various “Knowledge” and “Application” questions. P2Ps must be completed prior to class and must be completed fully. For instance, if a question asks students to list and describe a concept, full points will not be given if descriptions are not included.

The Application-level questions ask students to consider how course content relates to the broader world and to their own lives. These questions do not have a “right” answer; think of them more as journal entries. For these questions, I will not take points off for grammatical errors, etc. However, points will be awarded by how thoroughly the question is answered. I want to hear what you think.

Additionally, the Knowledge-level questions P2Ps will serve as an important part of your study guide for the midterm and final. Doing the P2Ps will not only allow you to be a more valuable participator in our classroom discussion, but will also serve as excellent study tools for your exams.

The points for each chapter will range from 5-15 points, depending on the number of P2P Knowledge and Application questions.

**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.

**Assignment Format.** For any printed material you turn in, please use Times New Roman, 12 pt. font, and have 1-inch margins. Please make sure all assignments are stapled.

## EVALUATION

**\*Your syllabus contract must be signed before I can grade your work.\***

### Speeches and drafts

Introduction Speech	5 pts.
Info Speech Draft	5 pts.
Informative Speech	100 pts.
Group Speech Draft	5 pts.
Group Presentation	100 pts.
Persuasive Draft	5 pts.
Persuasive Speech	100 pts.

### Assignments

P2Ps	TBA pts.
CIP Paper	25 pts.
Synthesis Paper	40 pts.

### Participation & Activities

Attendance	20 pts.
In-Class Activities	TBA

### Exams

Midterm Exam	100 pts.
Final Exam	100 pts.

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.

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

**\*\*Extra Credit Opportunities\*\***

There will be several out-of-class and in-class extra credit opportunities. You are welcome to participate in as many as you choose; however, a student may not earn more than 10 points of

extra credit toward his/her total grade in the course. Extra credit on assignments (for example, an extra credit question on a test) would not count toward this 10-point total.

Grades cannot be discussed through email or in class. If you have questions about an individual or overall grade, contact me during office hours or set up a meeting.

## 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/>

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.

**For each research study you participate in, I will award 2 points of extra credit (up to 10 total points).**

## COURSE POLICIES

1. Attendance is the key to success. Regular attendance will be expected and I will take attendance every day. Your absence will result in loss of participation points, depending on what the class does that day. You are always responsible for all material distributed in your absence.
2. I understand that life happens; therefore, you will be allowed two unexcused absences that you may use whenever you like throughout the semester. **These days cannot, however, be used on your speech day, a classmate's speech day, group work days, or an exam**

**day.** If you miss more than two classes, points will be deducted from your overall attendance grade. After the third absence, I will deduct three points per absent day. **Additionally, if you are late three times, that will count as one absence.** The chart below provides an example:

Number of Absences	Points Deducted from Attendance Grade
3	-3
4	-6
5	-9
6	-12
7	-15
8	-18

3. You are always responsible for all material distributed in your absence. Also note, any/all materials are handed out only once. If you are not in class to receive them, you should obtain the information from a fellow student.
4. If you have a legitimate reason for not being in class, you must tell me as far as possible in advance by e-mail or bring a doctor's note in case of illness. If you are involved in university activities that will cause you to miss class such as athletics or the debate team, I need a schedule of classes that you will miss and a signed note from your coach or sponsor verifying that you are on the team.
5. Please do not be late for class. Attendance will be taken at the beginning of each class session (this usually involves a game and a chance to get to know your fellow classmates better. You don't want to miss this.)
6. **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. Tardiness on speech days will result in point deduction to your own speech.
7. We are a support system for each other because public speaking can be a scary proposition. **If you skip a speech day when you are not presenting, you will lose 10% off the grade for your speech.** Show up to class and support your classmates because they will do the same for you.

**Cell Phones/Technology in the Classroom.** Because this class is a blast, you should never need to look at an electronic device for amusement. All electronic devices (including cell phones) must be put away for the duration of class. If I see you using electronic devices during class, I will assume that you need extra entertainment and you will be required to deliver a short impromptu speech on a topic of my choice. **If your phone rings during someone else's speeches or you are texting/on your phone, you will lose 10% off your own speech grade.**

There will certainly be times when we use technology in the classroom as a part of an activity. I will let you know when this happens. If you need to use technology as a part of an accommodation, please let me know.

**Late Work.** All work is expected on the date it is due; however, I understand that coursework can be overwhelming. I will take 10% off an assignment per day it is late. For instance, if an assignment is due on Tuesday and I do not receive it until Thursday, 20% will be taken off. Additionally, if I receive an assignment after it is due in class, 10% will be taken off, even if it is the same day.

If you will be absent to class, 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. I want to help you in any way possible but will not accept less than your full effort. Like most instructors, I am more understanding if you keep me informed—if you encounter problems, please let me know right away

**Communicating with me.** *Prior to contacting me, please review the syllabus policies and assignments—your answer will likely be found there.* Otherwise, I expect that email communication be of professional quality. Email is the best way to get in contact with me if you have questions or concerns, and I am usually able to respond fairly quickly. Please allow at least a 24-hour response time during the week and 48-hours on the weekend.

In the **subject line of your email**, please list your first and last name, course number (COM 110), section number and general subject of your inquiry. Since I teach multiple classes, this helps me to stay organized and respond to you as quickly as possible. If I have not responded within 24-hours, check to make sure the email was sent and follows the formatting indicated in this syllabus, send a follow-up email, and kindly wait for my reply.

**Additionally, please note that I will NOT respond to emails that are not written professionally.** When sending an email, please open with a greeting and end the email with your name. Emails such as “Hey, what’s due tomorrow?” (it’s surprising how often I get this), will be ignored.

**Speech Lab.** You are encouraged to visit the speech lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule time in the speech lab, call 438-4566 or come to Fell 032 and schedule an appointment in person. If you wish to video-record your presentation, please tell the attendant when booking your appointment. Remember to book your appointment early, as there are a great number of students trying to make appointments. You must bring a completed outline to the appointment. **You must also schedule an appointment at least 24 hours before the date you are scheduled to deliver your speech in class, or you will not be able to use the speech lab. If you need to change or cancel your appointment, you will need to call the Speech Lab at 438-4566 or stop by in person (Fell Hall 032) 24 hours in advance. If you fail to cancel your appointment 24 hours in advance you will not be allowed to use the speech lab again.**



**Cheating/Plagiarism.** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else's work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**Special Needs.** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](http://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://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>

**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.

## **BEHAVIORAL EXPECTATIONS POLICIES**

**Professional Courtesy.** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Presentation Etiquette.** On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a presentation is in progress.

**Behavioral Expectation Policy.** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

## **OVERALL**

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 myself 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 Friday, August 23rd and I will give you one point of extra credit!

## Tentative Course Schedule

Week	Date	Day	Ch.	Material Covered	Assignment Due
1	Aug-20	T		Syllabus Review Assign Introductory Speech & Syllabus Contract	Welcome!
	Aug-22	Th.		Introductory Speeches <i>Assign CIP</i>	<b>Introductory Speeches Syllabus Contract;  Purchase Spiral</b>
2	Aug-27	T	1 & 2	Introduction to Communication Communication Confidence	<b>Chs. 1 &amp; 2 P2Ps</b>
	Aug-29	Th.	3 & 4	Ethical Communication Perception & Self-Concept <i>Assign Informative Speech</i>	<b>Chs. 3 &amp; 4 P2Ps</b>
3	Sept-3	T	5 & 6	Choosing Topics Analyzing Your Audience	<b>Chs. 5 &amp; 6 P2Ps  CIP Paper Due</b>
	Sept-5	Th.	7	Supporting Material Organizing Ideas	<b>Ch. 7 P2P</b>
4	Sept-10	T	8 & 9	Organizing Ideas & Outlining	<b>Chs. 8 &amp; 9 P2Ps</b>
	Sept-12	Th.	10	Intros and Conclusions	<b>Ch. 10 P2P</b>
5	Sept-17	T		Midterm Review	
	Sept-19	Th.		MIDTERM (Chs. 1-10)	
6	Sept-24	T	11	Using Appropriate Language	<b>Ch. 11 P2P</b>
	Sept-26	Th.	12 & 13	Designing Presentation Aids Delivering the Presentation	<b>Ch. 12 &amp; 13 P2Ps</b>
7	Oct-1	T	13	Evaluating Speeches	
	Oct-3	Th.		Informative Speech In Class Workshop	<b>Bring Laptops Outline Rough Drafts</b>
8	Oct-8	T		<b>Informative Speeches</b>	<b>Final Preparation Outlines</b>
	Oct-10	Th.		<b>Informative Speeches</b>	
9	Oct-15	T		<b>Informative Speeches</b>	
	Oct-17	Th.	14	Communicating in Groups with Multiple Perspectives	<b>Ch. 14 P2P</b>
10	Oct-22	T	15	Listening & Critical Thinking	<b>Ch. 15 P2P</b>
	Oct-24	Th.		Group Speech Researching & Outlining Workshop	<b>Group Speech Outline Rough Draft Bring Laptops</b>
11	Oct-29	T		Group Speech In-Class Workshop	<b>Bring Laptops</b>
	Oct-31	Th.		<b>Group Speeches</b>	<b>Group Speech Final Group Preparation Outlines</b>
12	Nov-5	T		<b>Group Speeches</b>	
	Nov-7	Th.	16	Understanding Persuasive Principles	<b>Ch. 16 P2P</b>

<b>13</b>	Nov-12	T	17	Building Arguments	<b>Ch. 17 P2P Persuasive Speech Topics</b>
	Nov-14	Th.		One-on-One Meetings	<b>Ch. 17 P2Ps</b>
<b>14</b>	Nov-19	T		<b>Persuasive Speeches</b>	<b>Final Outline Due</b>
	Nov-21	Th.		<b>Persuasive Speeches</b>	
<b>15</b>	Nov-26	T		<b>No Class Fall Break ☺</b>	
	Nov-28	Th.		<b>No Class Fall Break ☺</b>	
<b>16</b>	Dec-3	T		<b>Persuasive Speeches</b>	
	Dec-5	Th.	18	Using Communication for the Common Good Final Exam Review ( <i>Chapters 11-17</i> )	<b>Synthesis Paper due: TBA Ch. 18 P2Ps</b>
<b>17</b>	<b>FINAL EXAM WEEK - Date &amp; Time To Be Determined</b>				

*\*Note: At any point throughout the duration of this course I reserve the right to change the syllabus details. Of course, I will inform you of these changes. The University will post the final exam schedule later in the semester.*

## Syllabus Contract

I have (really, really) read the syllabus for Jillian Joyce Kaufmann's COM 110 class and agree to the terms for required coursework and acceptable classroom behavior.

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

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

Date of Birth: \_\_\_\_\_

Major(s)/Minor(s): \_\_\_\_\_

If you could have dinner with one famous person dead or alive, who would it be and why?:

What song always puts you in a good mood? (Please include title & artist):

What TV show(s) are you really into right now?

What's your dream job?:

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