**Communication as Critical Inquiry (COM 110)**

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**Instructor:** Jessa Hendricker, M.S. **Office Hours:** M/W 4:00-5:00 P.M.\*

**Office:**  Fell Hall 416 **Phone:** (N/D) email

**Email:**  [jnhend1@ilstu.edu](mailto:jnhend1@ilstu.edu) **Section:** 40

**Classroom:** Fell 123 **Meeting time:** MWF2:00P.M.– 2:50P.M.

\*Office Hours are by appointment only. See ReggieNet.

**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

The workbook will be available for the students to pick up in the Communication Resource Center located in the basement of Fell Hall 1-2 business days after the online purchase. Students will need to show their ISU ID card and Resource Center workers will verify they have purchased the book and give it to them at that time.

**Communication Resource Center Hours of Operation**

**1st two weeks’ hours: Fell 34**

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

**Friday—9:00 a.m.-3:00 p.m.**

**ADDITIONAL MATERIALS REQUIRED:**

* **Access to a computer and printer**
* **A stapler (to staple any multiple-page assignments)**
* **Notecards (4x6 or smaller)**
* **2-pocket folder (To keep ALL graded assignments)**

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

Communication as Critical Inquiry (COM 110) seeks to improve students’ abilities to express themselves and to listen to others in a variety of communication settings. Effective oral communication is viewed as an essential life skill that every person must possess to function in today’s society. The course emphasizes participation in a variety of communication processes to develop, reinforce, and evaluate communication skills appropriate for public, small group, and interpersonal settings. The course content and experiences will enable students to assume their responsibilities as speaker-listener-critic in a culturally diverse world. In short, the course is designed to make students competent, ethical, critical, confident, and information literate communicators.

*COM 110 addresses the following General Education outcomes:*

II. intellectual and practical skills, allowing students to

a. make informed judgments

c. report information effectively and responsibly

e. deliver purposeful presentations that inform attitudes or behaviors

III. personal and social responsibility, allowing students to

*a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community*

c. interact competently in a variety of cultural contexts

IV. integrative and applied learning, allowing students to

a. identify and solve problems

b. transfer learning to novel situations

c. work effectively in teams

Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

**ASSIGNMENTS**

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

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

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

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)
2. 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)
3. Persuasive speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)

**\*\*\*All three speeches must be completed to pass the course.\*\*\*** Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and references are required for each (a sample will be provided). You will also be required to submit a preliminary outline to me for comments prior to your presentation date.

**CIP Essay.** This is a short paper in which you will analyze your own communication style, strengths, and weaknesses and discuss what your goals and expectations are for your improvement in this course. The paper will also discuss a plan of action that you will use to achieve those goals. Additional information on the requirements for this assignment can be found on pages 90-93 in the spiral workbook.

**Synthesis Essay/Portfolio.** In this short essay, you will reflect on your experience as a COM 110 student. Specifically, you will explain how the material learned in this class can be applied to your personal and professional life. You will also discuss ways in which you have improved as a communicator throughout this class, as well as the areas in which improvement is still necessary. More information on this assignment can be found on pages 94-95 in the spiral workbook.

**Participation.** Each of these counts towards your overall participation grade:

1. **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.
2. **Preparing to Participate Chapter Assignments (P2Ps).** Each chapter of the text includes questions entitled “Preparing to Participate” that intertwine new information with life application. You are required to read the entirety of the chapter(s) assigned and then answer the appropriate P2Ps. The forms for each chapter can be found on ReggieNet; they must be printed off and turned in on the assigned date according to the class schedule. Each P2P is graded for completion and is extremely helpful during in-class discussion and when studying for the midterm and final. **YOUR THREE LOWEST P2P GRADES WILL BE DROPPED.**

**EVALUATION**

**Speeches:**

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

**Exams:**

Midterm Exam 100 pts.

Final Exam 100 pts.

**Assignments:**

Participation 80 pts.

1. Daily Speaking Opportunities
2. P2Ps

CIP Essay 20 pts.

Synthesis/Portfolio 20 pts.

Informative Outline Draft 10 pts.

Informative Peer Evaluations 10 pts.

Persuasive Outline Draft 10 pts.

Persuasive Peer Evaluations 10 pts.

**Activities:**

Syllabus Contract 5 pts.

Introduction Speech 20 pts.

Group Activity 15 pts.

**Total: 700 pts.\*\***

The grading scale is a standard ten percentage point scale:

90-100% = A

80%-89% = B

70%-79% = C

60-69% = D

below 60% = F

***\*\*Please note that assignments can be added and deleted from the course, meaning the total points for the course can change.\*\****

**COURSE POLICIES**

**Illinois Articulation Initiative.** The Illinois Articulation Initiative is designed to allow students to transfer course credit between institutions. The IAI requires that all COM 110 students present at least three speaking opportunities that include research and are five minutes, or longer, in duration. Additionally, these presentations and speaking opportunities (participation) must comprise 50% of the overall grade.

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

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

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

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

**Mental Health Resources.** Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

**Illinois State University Bereavement Policy.** If a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations.  The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website:

<http://policy.illinoisstate.edu/students/2-1-27.shtml>

**BEHAVIORAL EXPECTATION POLICIES**

**Attendance.** Learning in this course takes two major forms: cognitive and experiential. The latter of these requires participation and observation in common experiences. Consequently, attendance in this course may be more crucial than in some other kinds of courses you may be taking. I will not lecture over the material you have read; rather, I will synthesize the material into discussions and group activities. Excessive absences will affect your participation grade in this course**. I will allow 3 “FREE” absences in this course, which will be equal to missing one week of class.** You will be responsible for all materials covered that day. Missing more than those three unexcused absences will affect your participation grade in this course. Excused absences (i.e. illness, traveling for the university) are the exception. If you have a legitimate reason for being absent, you must tell me as far as possible in advance via email or bring a doctor’s note. If you are involved in a university activates that will cause you to miss class, I will need a schedule of classes that you will miss and a note signed from your coach or sponsor verifying you are on the team.

**Formal Paper Format.** All assignments must be typed, double-spaced, with Times New Roman 12 pt. font. Remove extra spacing between paragraphs (I will notice!). Headers should be left-aligned, single-spaced and should include ONLY the following: Name, Date, Class, Title/Assignment. The paper should then be STAPLED together when complete! (And, you finished. YAY!) **I will not accept any papers that are not stapled.**

**Late Work Policy**. I will **NOT** accept any late work, unless you have an excused absence. See the attendance policy for more information. I know situations will arise where missing class is necessary, and I want to help you in any way possible, so please keep me informed and notify me of any absences prior to class time so we can work something out.

**Formal Paper Formatting.** All assignments must be typed, double-spaced, with Times New Roman 12 pt. font. Remove extra spacing between paragraphs (I will notice!). Headers should be left-aligned, single-spaced and should include ONLY the following: Name, Date, Class, Title/Assignment. The paper should then be STAPLED together when complete! (And, you finished. YAY!) **I will not accept any papers that are not stapled.**

**Technology in the Classroom.** Unless otherwise instructed, cell phones should remain silent and out-of-sight during class. Texting or using your phone to take notes will not be allowed. I understand that many people take notes on their laptops (I use them for my classes!). If you choose to use your laptop to take notes, please only use notetaking applications. If someone uses technology for a different purpose, I can revoke privileges for the class. **No laptops will be allowed on speech days. If a phone goes off during someone else’s speech or you are caught texting, you will lose 10% off the grade for your speech.**

**Communicating with Me.** Email is the best way to get in contact with me if you have questions or concerns. I expect you to use proper email etiquette; do notsend me an email that reads like a text message. Emails should contain a greeting (Hello Jessa), a specific and spell-checked/grammatically correct message, and a closing with your first and last name. Finally, all emails must be sent through your ISU email address. Do not sent me messages over ReggieNet messages. I rarely check those messages and would not want to miss any questions of yours! I will respond to your emails as quickly as I possibly can, but know that it will not be immediately. I will respond to emails within a 24-hour period during the school week (Monday through Thursday) or within a 48-hour period on weekends.

**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, bringing prohibited items to class (weapons, tobacco products, etc.) or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period. If you demonstrate any of these behaviors during another student’s speech, you will receive a deduction of **10% off your own speech grade**.

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

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

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication’s Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

[https://sites.google.com/site/ilstusocstudies/](https://sites.google.com/site/ilstusocstudies/%20)

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. I will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is *your* responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, **please be sure to have your name, ULID** (i.e., the part of your email before @ilstu.edu)**, instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 5% of your final course grade can be earned from extra credit opportunities via the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study.

**Optional:**

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

**Tentative Schedule for Fall 2019  
\* Subject to Change \***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Material Covered** | **Assignments Due** |
| 1 | 8/19 | M | Syllabus Review and Introduction |  |
|  | 8/21 | W | **Introduction Speech** | Syllabus Contract  Introduction Speech |
|  | 8/23 | F | Group Activity  *Assign CIP* | |
| 2 | 8/26 | M | Chapter 1 – Introduction to Communication | Chapter 1 P2P |
|  | 8/28 | W | Chapter 2 – Communication Confidence | Chapter 2 P2P |
|  | 8/30 | F | Chapter 3 – Ethical Communication | Chapter 3 P2P  **CIP ESSAY DUE!** |
| 3 | 9/2 | M | **LABOR DAY - No Class!** | |
|  | 9/4 | W | Chapter 4 – Perception and the Self-Concept | Chapter 4 P2P |
|  | 9/6 | F | Chapter 5 – Choosing Topics  *Assign Informative Speech* | Chapter 5 P2P |
| 4 | 9/9 | M | Chapter 6 – Analyzing Your Audience | Chapter 6 P2P  **Informative Speech Topics Due** |
|  | 9/11 | W | Chapter 7 – APA DAY & Supporting Material | Chapter 7 P2P |
|  | 9/13 | F | Chapters 8&9 – Organizing Ideas | Chapters 8&9 P2Ps |
| 5 | 9/16 | M | Chapters 10&12 – Beginning and Ending the Presentation/Visual Aids | Chapters 10&12 P2Ps |
|  | 9/18 | W | Chapter 11 – Using Appropriate Language | Chapter 11 P2P |
|  | 9/20 | F | Chapter 13 – Delivering the Presentation | Chapter 13 P2P |
| 6 | 9/23 | M | Informative Speech Workshop Day |  |
|  | 9/25 | W | Informative Speech Workshop Day | |
|  | 9/27 | F | **Informative Speeches** | |
| 7 | 9/30 | M | **Informative Speeches** | |
|  | 10/2 | W | **Informative Speeches** | |
|  | 10/4 | F | **Informative Speeches** |  |
| 8 | 10/7 | M | Group Bonding  Assign Group Speeches | Group Speech Topics |
|  | 10/9 | W | Midterm Review |  |
|  | 10/11 | F | **Midterm Exam (Ch. 1-13)** | |
| 9 | 10/14 | M | Chapter 14 – Communicating in Groups | Chapter 14 P2P |
|  | 10/16 | W | Group Speech In-Class Workshop | Topics/Roles Due |
|  | 10/18 | F | Group Speech In-Class Workshop | Sources |
| 10 | 10/21 | M | Chapter 15 - Listening | Chapter 15 P2P |
|  | 10/23 | W | Group Speech In-Class Workshop | |
|  | 10/25 | F | **Group Speeches** | |
| 11 | 10/28 | M | **Group Speeches** | |
|  | 10/30 | W | Chapter 16 – Understanding Persuasive Principles  *Assign Persuasive Speech* | Chapter 16 P2P |
|  | 11/1 | F | Chapter 17 – Toulmin Model | Persuasive Topic Due |
| 12 | 11/4 | M | Chapter 17 – Logos, Ethos, Pathos | Chapter 17 P2P |
|  | 11/6 | W | Chapter 17 - Fallacies |  |
|  | 11/8 | F | Persuasive Speech In-Class Workshop |  |
| 13 | 11/11 | M | Persuasive Speech In-Class Workshop |  |
|  | 11/13 | W | **Persuasive Speeches** |  |
|  | 11/15 | F | **Persuasive Speeches** |  |
| 14 | 11/18 | M | **Persuasive Speeches** |  |
|  | 11/20 | W | **Persuasive Speeches** |  |
|  | 11/22 | F | Persuasive Speeches |  |
| 15 | 11/25 | M | No Class – Thanksgiving Week! Enjoy your break! | |
|  | 11/27 | W |
|  | 11/29 | F |
| 16 | 12/4 | M | Ch. 18 | |
|  | 12/6 | W | Final Exam Review  (Ch. 14-18) | **Synthesis Essay Due.** |
|  | 12/8 | F |  |  |
| 17 | **FINAL EXAM** \*Exam Week – Exam Time and Date will be announced later in the semester\* | | | |

\**This calendar is TENTATIVE and subject to change. I will notify you of any changes, should they occur.\**

Syllabus Contract

I have read the syllabus for Jessa Hendricker’s COM 110.­­­­­­040 class and agree to the terms for required coursework and acceptable classroom behavior.

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

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

Major/Minor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hometown/State/Country:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list any previous public speaking experience, if any:

What are your career interests?

What is your favorite song right now?

Please list your top three favorite hobbies:

What are you looking forward to this semester?

In what ways do you learn best/what is something you would like your instructor to know?