**STANDARD POLICIES AND STATEMENTS FOR**

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

**Instructor:** Jorgi Henson-Miller **Student Hours:** TTh on zoom

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**Classroom:**

**TEXTS**

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

Simonds, C. J., Hunt, S. K., & Hooker, J.F. (2018). *Communication as critical inquiry:*

*Supplementary materials packet.* Champaign, IL: Stipes Publishing.

(Available to order online. Instructions will be clarified on the first day of class).

**COURSE MATERIALS**

**COM 110 eBbook**. You are required to have an eBook for COM 110. There is no hard copy format of the book currently available. The eBook is delivered through a program called TopHat. On the first day of class, we will discuss the procedures of TopHat because you need an email from me to access our specific class. **Please wait until we have discussed TopHat in class** before asking for more information about the textbook. I promise we will get to it, and I promise you will not fall behind if you don’t have the textbook the first week of class.

**Spiral Workbook Purchasing Procedures.** Students will have the option to purchase the spiral workbook (COM 110 Communication as Critical Inquiry). I will explain in class how to purchase and have it shipped directly to you. I will also be sending that link along once it goes live. Again, no need to panic, we don’t need to use the spiral workbook right away, so you will not fall behind in class.

**Canvas and Email**

You are expected to check Canvas at least twice a week for important updates or reminders. You are expected to check your email at least twice a week for important updates or reminders. If you are having issues accessing either of these please let me know! I am no technology expert, but I can direct to who will be able to help resolve any technology issues. I try to make everything easy to navigate on Canvas but if you are having difficulty understanding where assignments are located, please let me know so we can work through that together.

Since you are expected to upload documents to Canvas, they must be in a format I can access. ISU provides you with a Microsoft account, therefore, that is the technology we work with. Mac/Apple does this real cute thing where it has its own version of Word but it’s called Pages. I cannot open Pages files. If you submit something as a Pages file, I will send you an email asking you to resubmit as a word or PDF file. Since you are aware of this information before any assignment is due, if you submit a Pages file and then have to resubmit, this will count as a late assignment. Friendly reminder any type of computer can open a PDF. I love PDFs. I like word files because I know I can open them, but I really like PDFs. Just a fun fact about me.

**ZOOM**

The university provides you with access to a zoom account through your Canvas page and ilstu email account. I by no means am a zoom expert or know all the ways to troubleshoot technological problems for zoom, but if you have an issue accessing zoom for whatever reason, please let me know so we can work through those issues together. Additionally, if we are meeting via zoom for a chat about course work, I will not require your camera to be on. If we are meeting as a larger class via zoom, I will not require your camera to be on. If you are completing a speech with me one-on-one, I will need the camera to be on for this assignment. If you choose to have your camera on or are completing an assignment where the camera on is a requirement, please make sure not to have any illicit material visible in the background. Please! If you are using zoom and at the moment it is not your turn to speak, please have yourself muted. Please do not participate in any illicit activities or inappropriate activities while zooming with the class. If you become disruptive via zoom, I will mute you and then we will probably have to have a one-on-one conversation. I know zoom is less then ideal for some classroom activities. Please be patient with me if there are technological issues, and I promise to do my best with this technology.

**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:**

Teaching is so much more than assigning homework, checking that the information can be repeated back, and then moving on to the next hoop. Allowing students to interact with each other about the content is the best way to truly learn material. Respecting each other’s voices and the right to differing opinions is also crucial in creating a healthy, comfortable, environment where people can learn. Teamwork is also important in making the education process beneficial and this allows students to embrace the realm of speaking in front of others.

I want all students to be successful in my class, so if at any time you need to contact me, please do so through email. I am more than willing to help you out if there is an issue, or if material becomes overwhelming. Keeping open channels of communication helps us all stay on track and helps eliminate missed opportunity because of a misunderstanding.

Additionally, if you would like face to face interaction and my office hours are out of your available time frame, please just let me know and we will figure something that works out. I do attempt to anticipate people’s needs, but that is sometimes extremely difficult, so letting me know when complications arise is the best way to insure all if any of your concerns are addressed. I am here to help you learn and grow, but to do that I need you to help me in letting me know what you need, just communicate with me.

**ASSIGNMENTS**

**Deliberative Dialogs.** There will be multiple Deliberative Dialogs throughout the semester to demonstrate your understanding of the course work along with giving you advanced notice of an incredibly important participation point assignment. These are worth points, and you are expected to contribute.

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

a. Informative speech (5-7 minutes, no more than 7:20; at least 4 sources and one of those sources must be scholarly)

b. Group Speech (30 Minutes)

c. Persuasive Speech (5-7 minutes, no more than 7:20; at least 6 sources)

*\*Speeches that exceed the time limits will be docked along with 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.*

**All the above-mentioned 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. If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

**Outlines and references will be submitted on Canvas** for each speech and are to be turned in prior to presenting. **Speeches cannot be delivered without having turned in a copy of the outline.** You will always have the opportunity to submit a preliminary outline to me at least 24 hours prior to your speech date in order to receive feedback. If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns. Topics must be approved by me. Once topics are approved, they cannot be changed.

Major Speeches MUST be completed to successfully earn credit for this course. Failure to complete a speech or make up a speech will result in not passing the course. All speeches must be completed or made up before finals week. If you miss multiple of the required speeches (example: the informative and the persuasive, you cannot make up both speeches at one time back to back, you must have time in between giving each speech to show progress and growth)

**Quizzes:** Students are expected to read all 18 chapters of the textbook. I will be evaluating your understanding of the material throughout the semester through quizzes. There will be 8 quizzes total for 10 points each. The three lowest scores will be dropped. Quizzes are not timed but must be completed on Canvas before 11:55pm of the date they are due.

**Minor Speeches:** These are short speeches with a variety of topics.

CIP

Speed Interview

**Synthesis**: In this paper, you will reflect on your progress over this semester in COM 110.

**Late work:**

1. I do accept late work. If you get an assignment to me before you miss the deadline it won’t even count as late work. After the 24-hour mark there will be a 5% point deduction for each 24 hour period that the assignment is late. If you are ill and cannot complete your work, please reach out to me so we can work out an arrangement so that you do not receive a point penalty. I can only help if you communicate with me. You do not need to provide any lengthy disclosure. Just simply letting me know something is going on in your life that is disrupting your ability to complete assignments is enough information.
2. The **only work not accepted late** are the quizzes and the Before Dialogue Assessment. Those must be completed on time.

**EVALUATION**

Informative Speech 100 pts.

Persuasive Speech 150 pts.

Group Speech 200 pts

CIP Speech 15 pts.

Deliberative Dialog 1 50 pts.

Deliberative Dialog 2 50 pts.

Quizzes 50 pts.

Synthesis 15 pts.

Speed Interview Speech 15 pts.

APA Citation Assignment 5 pts.

Total points 650 pts.

The grading scale is a standard ten percentage point scale:

89.5-100% =A; 79.5%-89.5% = B; 69.5%-79.5% = C; 59.5-69.5% = D; below 59.5% = F

**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.

**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.

Students who publish course work online to websites (specifically Course Hero) with the intent of allowing other students to copy the material, will be in violation of academic dishonesty. All material from this course are the rights of the instructor. Material published online will be in violation of university policy. Students found pulling information from other students off the internet with the intent of using it as their own will be in violation of academic dishonesty.

If a student wishes to quote the textbook for assignments no formal APA citation is necessary. Student must state that the information is being retrieved from the textbook and that will be enough source citation.

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

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

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

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: http://policy.illinoisstate.edu/students/2-1-27.shtml

**BEHAVIORAL EXPECTATIONS POLICIES**

**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.

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

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

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

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. Each Research Credit is worth an additional 0.5% of your total possible final grade in this course. For example, if you participate in a research study that requires you to spend an hour in a lab (i.e., 1 Research Credit), and your course is based on a 1000-point total, your participation would provide 10 points to your final grade. Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. I will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is *your* responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, **please be sure to have your name, ULID** (i.e., the part of your email before @ilstu.edu)**, instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 5% of your final course grade can be earned from extra credit opportunities via the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

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

**\*\* *This schedule laid out below is extremely tentative and operating off the information that we will return to in person learning on the 24th, however, it is subject to change. If changes are made, you will be explicitly notified through email and given an updated schedule.\*\****

**Tentative Course Schedule**

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| --- | --- | --- | --- |
| **Week/Date** | **Chapter** | **Material Covered** | **Assignment Due** |
| **Week 1**  Tues 16 (Jan) |  | Syllabus Review and Introduction to Communication  *Assign Mini Speech* |  |
| **Week 1**  Thurs 18 (Jan) | 1 & 2 | Introduction to Communication  Communication Confidence | **Ch 1 & 2 Read**  **Ch 1 & 2 Quiz Due Friday**  **(1.19 by 11:55pm on Canvas)** |
| **Week 2**  Tues 23 (Jan) |  | ***Mini CIP Speeches Today!!!*** | **CIP Due Today 1.23** |
| **Week 2**  Thurs 25 (Jan) | 3 &4 | Ethical Communication  Perception & Self-Concept | **Ch 3 & 4 Read**  **Ch 3 & 4 Quiz Due Friday (1.26 by 11:55pm on Canvas)** |
| **Week 3**  Tues 30 (Jan) | 5 & 6 | Choosing Topics  Analyzing Your Audience  *Assign Informative Speech* | **Ch 5 & 6 Read**  **Ch 5 & 6 Quiz Due Friday (2.2 by 11:55pm on Canvas)** |
| **Week 3**  Thurs 1 (Feb) |  | Informative Speech Topic Selection Workshop | **Topics Due by Friday 2.2 by 11:55pm on Canvas** |
| **Week 4**  Tues 6 (Feb) | 7 & 8 | Supporting Material& Organizing Ideas  WORKSHOP DAY **BRING LAPTOPS** | **Ch 7 & 8 Read**  **APA Citation Assignment Due in class 2.6** |
| **Week 4**  Thurs 8 (Feb) | 9 & 10 | Outlining the Presentation  Beginning & Ending | **Ch 7, 8, 9 & 10 Quiz Due Friday 2.9 by 11:55pm on Canvas)** |
| **Week 5**  Tues 13 (Feb) | 11 | Using Appropriate Language | **Ch 11 Read** |
| **Week 5**  Thurs 15 (Feb) | 12 & 13 | Designing Presentation Aids  Delivering the Presentation | **Ch. 12, & 13 Read**  **Ch 11, 12, & 13 Quiz Due Friday (2.16 by 11:55pm on Canvas)** |
| **Week 6**  Tues 20 (Feb) |  | Informative Speech Workday  *Assign Deliberative Dialog I* |  |
| **Week 6**  Thurs 22 (Feb) |  | **Informative Speech Day** | **ALL OUTLINES DUE: TODAY!!! (2.22)** |
| **Week 7**  Tues 27 (Feb) |  | **Informative Speech Day** |  |
| **Week 7**  Thurs 29 (Feb) |  | **Informative Speech Day** |  |
| **Week 8**  Tues 5 (March) |  | Model Deliberative Dialog I  *Assign Persuasive Speech* | **Complete Pre-Assessment (by class start time 3.5) and Post Assignment (3.8 by 11:55pm)** |
| **Week 8**  Thurs 7 (March) |  | *Persuasive Speeches Topic Workday*  **BRING LAPTOPS** | **Topic Due Friday 3.8 by 11:55pm** |
| **Week 9**  Tues 12 (March) |  | **SPRING VACATION NO CLASS!** |  |
| **Week 9**  Thurs 14 (March) |  | **SPRING VACATION NO CLASS!** |  |
| **Week 10**  Tues 19 (March) | 16 & 17 | Understanding Persuasive Principles Toulmin Model- IMPORTANT | **Ch 16 & 17 Quiz Due Friday (3.22 by 11:55pm on Canvas)** |
| **Week 10**  Thurs 21 (March) |  | Persuasive Speech Workday  *Assign Synthesis* (IMPORTANT)  **Activity worth points today in class** |  |
| **Week 11**  Tues 26 (March) |  | Persuasive Speech Workday |  |
| **Week 11**  Thurs 28 (March) |  | **Persuasive Speech Day** | **ALL OUTLINES DUE TODAY!!! (3.28) by the start of class** |
| **Week 12**  Tues 2 (April) |  | **Persuasive Speech Day** |  |
| **Week 12**  Thurs 4 (April) |  | **Persuasive Speech Day** |  |
| **Week 13**  Tues 9 (April) | 14 | Communicating in Groups | **Ch 14 read** |
| **Week 13**  Thurs 11 (April) |  | Group Speech Workday | **Ch 14 Quiz Due Friday (4.12 by 11:55pm on Canvas)** |
| **Week 14**  Tues 16 (April) | 15 | Chapter 15- Listening & Critical Thinking  Speed Interview Speech **(This is an activity worth points)** | **Ch 15 Quiz Due Friday (4.17 by 11:55pm on Canvas)** |
| **Week 14**  Thurs 18 (April) |  | Group Speech Workshop |  |
| **Week 15**  Tues 23 (April) |  | Group Speech Workshop | **ALL Audience Guides due Wednesday 4.24 by 11:55pm** |
| **Week 15**  Thurs 25 (April) |  | **Group Speech Day** | **ALL OUTLINES DUE TODAY!!! (4.25) by the start of class** |
| **Week 16**  Tues 30 (April |  | **Group Speech Day** |  |
| **Week 16**  Thurs 2 (May) | 18 | Using Communication for the Common Good | **Synthesis Due Today** |
| **Week 17** | **FINALS WEEK TBA** | | |