**STANDARD POLICIES AND STATEMENTS FOR**

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

**Instructor: Jorgi Henson-Miller** **Office Hours:** T & Th 9:20-10:50am & 3:30-

**Office: Fell Hall 450** 4:30

**Email:** [**jnhens1@ilstu.edu**](mailto:jnhens1@ilstu.edu) **Phone:** 309-438-4626

**Classroom: Fell Hall**

**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.**

**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. Team work 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**

**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:

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)

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 3 new sources in addition to sources used in the group speech 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). If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

**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.

**EVALUATION**

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

Portfolio 35

Midterm Exam 100 pts.

Final Exam 100 pts.

Participation 75

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

**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 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 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.

**Tentative Course Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Ch.** | **Material Covered** | **Assignment Due** |
| **1** | Aug-21 | T |  | Syllabus Review  Assign Introductory Speech & Syllabus Contract |  |
|  | Aug-23 | Th. |  | Introductory Speeches  *Assign CIP* | **Introductory Speeches**  **Syllabus Contract** |
| **2** | Aug-28 | T | 1 & 2 | Introduction to Communication  Communication Confidence | **Chs. 1 & 2 P2Ps**  **Spiral Workbooks** |
| Aug-30 | Th. | 3 & 4 | Ethical Communication  Perception & Self-Concept  Assign Informative Speech | **Chs. 3 & 4 P2Ps**  **CIP** |
| **3** | 9/04 | T | 5 & 6 | Choosing Topics  Analyzing Your Audience | **Chs. 5 & 6 P2Ps** |
| 9/06 | Th. | 7 & 8 | Supporting Material  Organizing Ideas | **Chs. 7 & 8 P2Ps** |
| **4** | 9/11 | T | 9 & 10 | Outlining the Presentation  Beginning & Ending… | **Chs. 9 & 10 P2Ps** |
| 9/13 | Th. |  | Group Study Activities |  |
| **5** | 9/18 | T |  | Midterm Review |  |
| 9/20 | Th. |  | MIDTERM (Chs. 1-10) |  |
| **6** | 9/25 | T | 11 | Using Appropriate Language | **Ch. 11 P2P** |
| 9/27 | Th. | 12 & 13 | Designing Presentation Aids  Delivering the Presentation | **Ch. 12 & 13 P2Ps** |
| **7** | 10/04 | T |  | Evaluating Speeches |  |
| 10/04 | Th. |  | Informative Speech In Class Workshop | **Bring Laptops**  **Outline Rough Drafts** |
| **8** | 10/09 | T |  | **Informative Speeches** | **Final Preparation Outlines** |
| 10/11 | Th. |  | **Informative Speeches** |  |
| **9** | 10/16 | T |  | **Informative Speeches** |  |
| 10/18 | Th. |  | Assign Group Speech  Topic Selection Activity |  |
| **10** | 10/23 | T | 14 & 15 | Communicating in Groups  Listening & Critical Thinking | **Chs. 14 & 15 P2Ps** |
| 10/25 | Th. |  | Group Speech Researching & Outlining Workshop | **Group Speech Outline Rough Draft**  **Bring Laptops** |
| **11** | 10/30 | T |  | Group Speech In Class Workshop | **Bring Laptops** |
| 11/01 | Th. |  | **Group Speeches** | **Group Speech Final Group Preparation Outlines** |
| **12** | 11/06 | T |  | **Group Speeches** |  |
| 11/08 | Th. |  | Assign Persuasive Speech  Topic Selection Workshop |  |
| **13** | 11/13 | T | 16 | Understanding Persuasive Principles | **Ch. 16 P2Ps**  **Persuasive Speech Topics** |
| 11/15 | Th. | 17 | Building Arguments | **Ch. 17 P2Ps** |
| **14** | 11/20 | T |  | **NO CLASS FALL BREAK** |  |
| 11/22 | Th. |  | **NO CLASS FALL BREAK** |  |
| **15** | 11/27 | T |  | **Persuasive Speeches** |  |
| 11/29 | Th. |  | **Persuasive Speeches** |  |
| **16** | 12/4 | T |  | **Persuasive Speeches** |  |
| 12/6 | Th. | 18 | Using Communication for the Common Good  Final Exam Review *(Chapters 11-18)* | **Synthesis Paper/Portfolio**  **Ch. 18 P2Ps** |
| **17** | **FINAL EXAM WEEK - Date & Time To Be Determined** | | | | |

Syllabus Contract

I have read the syllabus for Jorgi Henson-Miller’s Com 110 course and agree to the terms for required coursework and acceptable classroom behavior.

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

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

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list any previous public speaking experience, if any:

What are your career interests?

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

What is your favorite musician/band right now?

Who is your favorite sports team?

What is something you would like your instructor to know?

If you would like, please include your preferred pronouns:

Do you prefer to watch videos with closed captioning?