**“COMMUNICATION AS CRITICAL INQUIRY”**

**COM 110 SYLLABUS**

**Instructor:** Kirsten Bridgemen **Office Hours:** TH 1:00 – 2:30 p.m.

**Office:** Fell 040 **Phone:** (309) 438-3672

**Email:** kbridge@ilstu.edu **Section:** 052

**Classroom:** Fell Hall 125 **Meeting time:** T/TH 5:00 – 6:15 p.m.

**REQUIRED TEXTS & MATERIALS:**

1. Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2018). *Engaging communication.*

Southlake, TX: Fountainhead Press. **[DIGITAL]**

1. Simonds, C. J., Hunt, S. K., & Hooker, J.F. (2018). *Communication as critical inquiry: Supplementary materials packet.* Champaign, IL: Stipes Publishing. **[HARD COPY]**

(Available at the School of Communication Resource Center in the basement of Fell)

**RECOMMENDED MATERIALS:**

* A pack of 5 x 7 notecards, lined
* A mini-stapler to keep in your bag

**COURSE MATERIAL INFORMATION:**

**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 – located in Fell 034**

Monday—Thursday 9:00 a.m.-6:00 p.m.

Friday—9:00 a.m.-3:00 p.m.

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**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.

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**EVALUATION:**

The grading scale is a standard ten-percentage point scale:

A 90%-100%

B 80%-89%

C 70%-79%

D 60%-69%

F below 60%

Informative Speech 130 pts.

Group Presentation 130 pts.

Persuasive Speech 130 pts.

Chapter Quizzes 180 pts.

CIP Paper 25 pts.

Synthesis Paper 25 pts.

Artifact Assignments 60 pts.

Top Hat Questions 80 pts.

Activities/Other **TBD**

**Total: TBD**

**\*\*A mandatory 24-hour waiting period is required after graded materials are returned before meeting with me individually to discuss feedback/grades on assignments.\*\***

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**ASSIGNMENT FORMAT:**

Last Name 1

Your Name

Class Name

*Title of Assignment*

Date

Assignments for this class must be double-spaced, except for the heading, and typed in 12-point, Times New Roman font. Assignments must also have one-inch margins. Headings should appear on the left side of the page and include the following information: your name, class name, *the title of the assignment (italicized)*, and the date. Page numbers should also be included at the top of each page in the Header with the student’s last name (see template above). No other information should be included. Points will be deducted at my discretion for failure to follow proper formatting guidelines. Please take pride in your work, and proofread it carefully for spelling and grammar errors before turning it in. Additionally, be sure to **staple all assignments consisting of two or more pages.**

**\*\*Points will be deducted from assignments that are not stapled together\*\***

**\*\*Points will be deducted from assignments not in this format\*\***

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**ASSIGNMENTS:**

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

a. Informative speech (5-7 minutes, no more than 7:30; at least 7 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)

*Important*: All preparation outlines are due on the **first day of speeches**, regardless of speaking order. **You cannot speak without first turning in a preparation outline**.

**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 (samples will be provided later). If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss them.

**Chapter Quizzes –** Instead of formal exams, this section will have 18 quizzes throughout the semester. These quizzes will assess your understanding of communication concepts and theories, as well as your application and integration abilities during class time.

**Communication Improvement Profile (CIP) –** In this brief paper, you will discuss your unique communication style and behaviors and identify three specific areas for improvement. Full assignment instructions and expectations can be found in your COM 110 Spiral Workbook.

**Synthesis Paper –** In this paper, you will reflect on your work throughout the semester and analyze how your communication style and behaviors have changed. Full assignment instructions and expectations can be found in your COM 110 Spiral Workbook.

**Artifact Assignments** – Artifacts are opportunities to show how communication directly affects your life. They may include any phenomenon outside of class that are effective examples of course concepts discussed in class. In two, brief papers, you will be describing and analyzing artifacts to see how they relate to a communication concept.

**Top Hat Questions –** Each chapter of the text in Top Hat includes several ‘Preparing to Participate’ questions that are designed to prepare you to make meaningful contributions to classroom discussions. You are required to answer all of the Top Hat ‘Preparing to Participate’ questions for 15 out of the 18 chapters of the text. In other words, your three lowest of these grades will be dropped. *Remember:* All assigned readings and questions must be completed ***before*** coming to class. **No late work will be accepted** (unless you have a medical or university-excused absence).

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**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, you must bring a recording device to the 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, as does self-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 and is staffed by experienced, professional psychologists and counselors. The services are FREE and completely confidential to students. Go to Counseling.IllinoisState.edu or call (309) 438-3655 to schedule a consultation.

**Title IX Resources –** Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity (for more information, see the [US Department of Education Office of Civil Rights Title IX Resource Guide](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf)). Under University Policy, sex discrimination is prohibited by the University’s Anti-Harassment and Non-Discrimination Policy. Any act of harassment and/or discrimination based on sex including sexual harassment, sexual assault/misconduct, dating/domestic violence, stalking, gender and/or gender identity or expression is prohibited under this Policy.

## The University’s Title IX Coordinator is responsible for the University’s Title IX compliance program, which includes oversight and implementation of the University’s Title IX policies and grievance procedures. The Title IX Coordinator directs the coordination of related education, training, and prevention program and monitors the campus climate. To speak with a Title IX coordinator or report an incident, visit <https://titleix.illinoisstate.edu> or the Title IX office, located in Hovey Hall.

All faculty and staff of the university are mandated by law to report incidents that are brought to their attention – this includes myself as a COM 110 instructor. Should you desire a confidential confidant, Student Counseling Services are not mandatory reporters for such instances and are free to any student of ISU. Should you require assistance with reporting an incident to our Title IX office, feel free to contact Title IX, or myself, directly.

**Diversity Advocacy –** Diversity Advocacy works to foster civility and raising cultural awareness in students, faculty, and staff. Diversity Advocacy is committed to building bridges between the members of the university community by developing understanding, appreciation, respect, and celebrating the diversity of its members. Diversity Advocacy supports multicultural and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students in finding their way at Illinois State University through a variety of resources, programs, activities, and advising. Diversity Advocacy also works to facilitate a supportive campus environment in which multicultural and LGBTQ+ students can flourish academically and socially. For more information, visit <https://deanofstudents.illinoisstate.edu/involvement/diversity/>.

**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>.

**Dean on Duty –** Each weekday from 8 a.m. - 4:30 p.m., an Associate Dean of Students is available to listen, assist students in gathering information, serve as a referral source, and help students navigate through the University. Students most commonly visit with the Dean on Duty when they are anticipating or returning from an extended absence, are considering withdrawal from the current semester, are overwhelmed by a family or personal emergency, or have a concern about grading or other classroom issues, but a student should not hesitate to ask other questions. When you don’t know who to ask, ask the Dean on Duty.

**Email –** Email is the best way to contact me. I will do my best to respond to all emails within 24 hours during the week and 48 hours on the weekend. *Important*: You must email me from your @ilstu.edu account; do **not** use the “Messages” tool in ReggieNet. Also, professionalism in email is essential. Please write clearly and concisely and use proper grammar. In other words, **do not email me like you text your friends because I will likely not respond to any form of contact that lacks appropriate professionalism for the classroom setting.**

**Late Work –** Assignments completed in class (Speeches, Tests, Quizzes) cannot be made up or late. However, with all other assignments (CIP, Synthesis Paper, Artifact Assignment), late work submitted within 24 hours of the due date/time will be reduced by 50%. Any homework submitted after 24-hours will earn a zero.

**Attendance/Tardiness –** You are expected to come to class prepared and on time. Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential for success. It is important that you get in daily speaking opportunities to increase your confidence with your classroom audience, especially since they are to be your audience for your future speeches. Participation is a function of attendance, showing that you can demonstrate that you’ve read the material, ask questions that extend the thinking of the class and instructor, contribute relevant examples, and respect the contributions of classmates. Attendance will be assessed using an attendance log, your contributions for in-class discussions, whether or not you are alert in class, as well as an optional participation justification essay at the end of the semester.

That being said, sometimes life gets in the way of attending class — I get it! Therefore, students are permitted a total of **three unexcused absences** during the course of the semester. You are responsible for all material missed while absent. Should you have an upcoming excused absence that you have prior knowledge about, you must disclose to professors as early as possible so adequate material(s) can be addressed for your absence. All excused absences require formal documentation turned into the professor by the next class meeting.

***Important*: If you are more than 10 minutes late for class, you will be marked absent. If you are caught sleeping in class, you will be marked absent (and you may be asked to leave). Every three classes that you are tardy will count as one absence.**

**Cell Phones –** Being that we are a technologically inclined generation, I understand our need to have cell phones at our disposal at all times. I don’t mind having cell phones out and/or on your desk during class, so long as they are not a distraction to yourself or your classmates. I reserve the right to revoke cell phone privileges should I feel they are inhibiting a proper classroom experience.

***Important:* If your phone rings/vibrates or you are caught texting during someone else’s speech, you will lose 10% off the grade for your speech.**

**Other Electronic Devices –** Unless specified otherwise, this class is a discussion-oriented environment and has no primary need for electronic devices (i.e. laptops, iPads). Laptops and other similar devices will not be permitted in the classroom unless prior permission has been granted by the professor (*i.e. come to class prepared with any notes from the textbook that you think you will need, as you likely won’t have access to your laptop during class time unless otherwise specified)*.

**Speech Days –** If you skip a speech day during which you’re not presenting, you will lose points off of your speech grade. If you are late on a speech day, you will lose points off your speech grade. These rules apply to each speech day you either miss or are tardy for. Support your classmates; respect your classmates. Everyone must come to class ready to be the best audience members possible, especially considering audience integrity is part of your individual speech grades. Further speech-related etiquette will be discussed at length closer to the time of class speeches.

**Extra Credit Opportunities –** A few extra credit opportunities will present themselves throughout the semester and will be announced at my discretion. The extra credit points will be added to your final grade and may not necessarily appear in the grade book 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.

**Note: After the final week of class, there will be no further opportunities for extra credit or to otherwise improve your grade. Do not email me or come to office hours asking for this option the last week of school.**

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.

**\*\*For each research study you participate in, I will award 2 points of extra credit**

**(up to 10 total points).\*\***

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**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.

Syllabus Contract

I have read the syllabus for Kirsten Bridgemen’s Com 110 course and agree to the terms for required coursework and acceptable classroom behavior.

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

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

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred Pronouns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please list any previous public speaking experience, if any:

What are your career interests?

What is the most effective method that you feel you learn the most from?

What is your favorite song? (List song title & artist please)

Please list any allergies you have, especially food-related ones.

Any additional information you would like the instructor to know?