**Communication 110, Communication as Critical Inquiry**

**Section 080 ● 4:00-5:15 p.m. ● M/W ● Fell 148**

**IMPORTANT INFORMATION:**

**Instructor:** Kate Boutilier, M.S., *Academic Advisor, School of Communication*

**Office:** Fell 438A

**Office Phone:** 309.438.7080

**Office Hours:** M/W 2-3p

**Email:** [kmsies@ilstu.edu](mailto:kmsies@ilstu.edu)

**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.**

**ALSO REQUIRED:**

* One pocket folder to be used for speech materials
* 3x5 size note cards for speeches
* Access to classroom ReggieNet page
* A working ISU email account that you check regularly
* A positive attitude

**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:**

My goal as an instructor is to do all I can to create an environment in which we all can learn from each other safely, productively, and enthusiastically while having fun! Every person in this class will contribute to this environment, and together we have the power to determine whether or not we live up to that goal.

As the instructor of this course, I will point you in directions that allow you to further your understanding and serve as a resource for your inquiry into a field in which I have expertise. Please remember that I am here to help you succeed. Please do not hesitate to ask questions or ask for help, in or out of class (unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them too). If you have any special needs that it would help for me to be aware of, please do let me know. I am committed to helping every student attain the best quality of education he or she can. Ultimately, I believe that the quality of each student’s education is largely dependent on her or his own efforts, attitudes, and behaviors.

**ASSIGNMENTS & COURSE REQUIREMENTS:**

**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.

**Communication Improvement Profile (CIP).** You will complete a Communication Improvement Profile to identify three personal goals you have for the course relating to the areas of communication and public speaking. You will also develop specific strategies for achieving these goals. Specific details of this assignment will be clearly outlined in class.

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

1. **Informative Speech** (5 – 7 minutes w/at least 4 sources cited in the presentation and in the

references)

1. **Theme Speech** (4 – 6 minutes, no sources required)
2. **Group-Persuasive Speech** (25 – 30 minutes w/at least 18 sources cited in the presentation and in the references; each member must speak at least 5 minutes consecutively)

**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 the Informative Speech & Group-Persuasive Speech (sample outlines and references for both speech formats are available in the e-book and in your spiral workbook). If you miss your assigned speech day, you will receive a ZERO on the speech unless an alternate due date has been previously approved or unless documentation has been provided for extreme circumstances.

There will be designated in-class work time to work on/prepare for speeches for this course. Please take advantage of these opportunities. If the time is not being used wisely, I reserve the right to reduce or eliminate in-class work time.

**Activities & Quizzes.**You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will NOT lecture over the material you have read; rather, I will synthesize the material into discussions and activities, of which you will play a large role. Short quizzes will be administered at the conclusion of each unit to assess your understanding of course materials. I reserve the right to administer “pop” quizzes, if it is clear that students are not completing the assigned readings.

**Exams.**There will be two exams (midterm & final), each worth 100 points. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities.

**Synthesis Reflection.** Each student will complete a synthesis worksheet to reflect on how your communication has changed over the course of the semester and to identify progress made towards the goals you set through your Communication Improvement Profile assignment. Specific details of this assignment will be clearly outlined in class.

**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.

Because the Speech Lab is not required, you can receive extra credit (5 points) toward your Informative Speech and extra credit (5 points) toward your Group-Persuasive Speech (extra credit will not be applied to the Theme Speech or for other speaking opportunities in the class). To receive extra credit, you must ask the Speech Lab attendant for verification of your visit. In addition, you will need to turn in the Speech Lab form for the speech that you presented there (see spiral workbook for the Speech Lab forms) when you turn in your other speech materials.

**EVALUATION:**

|  |  |
| --- | --- |
| Informative Speech | 100 pts |
| Group-Persuasive Speech | 150 pts |
| Theme Speech | 50 pts |
| Unit Quizzes | 50 pts |
| Communication Improvement Profile (CIP) | 10 pts |
| Synthesis Reflection | 10 pts |
| Midterm Exam | 100 pts |
| Final Exam | 100 pts |
| Participation  *- Includes attendance, class activities, and discussions* | TBD |
| Activities  *- Includes mini-speeches, impromptu speeches, peer-evaluations, additional assignments/activities, etc.* | TBD |

The grading scale is a standard ten percentage point scale (I do not “round up” grades):

90 - 100% = A; 80% - 89% = B; 70% - 79% = C; 60 - 69% = D; below 60% = F

Note: 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.

**COURSE POLICIES:**

**Assignment Due Dates.**All assignments must be completed and submitted by the due date. Unless otherwise stated, all assignments will be due at the beginning of class. I WILL NOT ACCEPT LATE WORK. Some assignments will require paper copies be turned in; other assignments will require you to upload documents or submit information via ReggieNet. Assignment expectations and submission requirements will be clearly communicated to students via in-class announcements. If you are unprepared to turn in an assignment, unprepared to deliver a speech on your assigned day or do not come to class on an exam day, you will receive a ZERO for that assignment unless an alternate due date has been previously approved and documentation has been provided for extreme circumstances. Please note that you will still need to complete the assignment or speech even if it is not turned in on time.Further, technical problems such as power outages, downed systems, malfunctioning printers, or email glitches are not legitimate excuses for late or missing work. Always make a backup copy of your work (and carry it with you on the due date) and make use of University computer labs if necessary. **Please note: it is not my responsibility to track down your late or missing work.** You must take responsibility and ownership of your assignments.

I understand that students may view this policy as harsh. Rather, look at this policy from a professional standpoint. When you are in your future career and your supervisor sets a deadline for a task to be completed, there will be no wiggle room for deadlines. By adhering to this policy now, you are only setting yourself up for success in the future.

**Attendance.**Regular attendance is expected and daily attendance will be taken by the instructor. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up. **I will give you two “free” class sessions or unexcused absences.** Absences in excess of two sessions (which is equivalent to one week of class) will negatively impact your grade. You are ALWAYS responsible for all material distributed in your absence. All students MUST BE PRESENT ON SPEECH DAYS. If you fail to attend class on a speech day it will result in a 10-point deduction on your own speech.

**Format of Assignments.** All work must be typed and double-spaced unless otherwise noted. Essays and papers should have one-inch margins and use a standard 12-point font (Times New Roman, Calibri, or Arial). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. Also, for hard copy assignments, be sure to staple all pages together, including any required grading rubrics. Note: 3 points will be taken off your assignment if your papers are not stapled together.

**Rough Drafts.** While I am always willing to read through rough drafts of any assignment for this class, all rough drafts must be submitted no later than one week before the assignment is due. This allows me to provide you with constructive feedback on the assignment and gives you time to synthesize and incorporate my feedback. Any rough drafts submitted less than a week before the assignment is due will not be reviewed, unless previous arrangements have been made with individual students. In this case, I would encourage students to seek assistance from the Visor Academic Center (012 Vrooman Hall, 309-438-7100).

**Grade Discussions.** You are welcome to consult with me at any time during the semester about your grade. I am always willing to discuss students’ grades on particular assignments on an individual basis; however, all students must wait at least **48 hours** after an assignment has been returned before asking me questions about his or her assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was earned based on the criteria for that particular assignment. Keep in mind that grade discussions should NOT take place before, after, or during class for confidentiality reasons. I also CANNOT communicate with you about grades via email for confidentiality reasons. If you would like to discuss your grade, please contact me or stop by during my designated office hours.

**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.

**Email Policy.**E-mail is the easiest way to get in touch with me. While a quick response is likely, please keep in mind that I am not always on email, and therefore will get back to you within 24 hours on weekdays and 48 hours on weekends. In addition, I do not check email outside of normal business hours, (8a-4:30p, Monday through Friday). When emailing me, please adhere to the following criteria or your email will be deleted without consideration.

* Send all emails from your ISU email account (please do not send emails via ReggieNet)
* Note “COM 110” in the subject line
* Clearly articulate your question or concern
* Incorporate a professional and respectful greeting (“Hi Kate” is fine!)
* Utilize full and complete sentences
* Be free of grammatical and spelling errors

**Illinois Articulation Initiative (IAI).** 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.

**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>

**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.

**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 <https://studentaccess.illinoisstate.edu/>.

**Video Recording.** Students may not photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes/equations). Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services (<https://studentaccess.illinoisstate.edu/>) to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s Code of Student Conduct (<https://deanofstudents.illinoisstate.edu/conflict/conduct/code/>).

**BEHAVIORAL EXPECTATIONS POLICIES AND PROCEDURES:**

**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. Texting/being on your cell phone is extremely disrespectful to the instructor, as well as to your classmates. If you are caught using your phone during class, I will assume this means that you have a firm understanding of the material and I will invite you to teach the course that day.

**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 speech 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.

**Speech Etiquette.**On speech days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately – business attire, as these are formal presentations, or attire that is appropriate to the speech (my informative speech for this course was on “The Beatles” and I wore a black, glittery, “Beatles” t-shirt!). When you are an audience member, you will be attentive and encouraging. Because most people are nervous when they give a speech, you will be supportive both verbally and nonverbally. You will NEVER enter or leave the room while a speech is in progress, unless it is an emergency. If you are not in your seat by the time class begins on a speech day, you will need to wait out in the hallway until the speaker has concluded their presentation. Being late on a speech day will result in a 5-point deduction on your own speech. In addition, on speech days, audience members must keep their desks clear of any materials, unless they are assigned as a peer evaluator for one of the speakers. Finally, being a respective audience member means you do not use your phone while a classmate is giving a speech. This is a clear sign of disrespect. If your phone goes off during a speech or I notice you using your phone during a speech, this will result in a deduction for your own speech. (Obviously, I know emergencies happen. I have been there. If you are in a situation where you are expecting an urgent phone call, please let me know in advance. Just give me the respect of knowing!). Specific etiquette regarding speech days will be clearly communicated in class when the speech assignment is first assigned and during speech reminders the class session prior to when speeches will begin.

**Communication 110, Communication as Critical Inquiry, *Tentative Schedule***

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| **DATE** | **TOPIC** | **ASSIGNMENT DUE** |
| **Week 1**  Mon., Aug. 19th | **NO CLASS – KATE AWAY** |  |
| Wed., Aug. 21st | **Unit 1: Immersion**  Course Orientation & Syllabus  Assign “Any Old Bag” Speech  Assign Festival ISU Extra Credit  Overview of Units/Unit Quizzes | Purchase eBook & Spiral |
| **Week 2**  Mon., Aug. 26th | “Any Old Bag” Speeches  Intro to Communication | DUE: Syllabus Contract (ReggieNet)  Read: Ch.1 |
| Wed., Aug. 28th | “Any Old Bag” Speeches Overflow  Assign CIP Template  Communication Confidence  Ethical Communication | Read: Ch. 2 & Ch. 3 |
| **Week 3**  Mon., Sept. 2nd | **LABOR DAY- NO CLASS** |  |
| Wed., Sept. 4th | Perception & Self Concept  CIP Small Group Discussion  Assign Informative Speech & Speaking Dates | DUE: Festival ISU Extra Credit (ReggieNet)  DUE: CIP Template (Spiral)  Read: Ch. 4 |
| **Week 4**  Mon., Sept. 9th | **Unit 2: Message Clarity**  **Unit 1 Quiz**  Choosing Topics  Audience Analysis  Audience Analysis Activity | DUE: Top 3 Speech Topics (ReggieNet)  Read: Ch. 5 & Ch. 6 |
| Wed., Sept. 11th | Locating Supporting Material, Research Strategies & APA Oral Citations  iTour (Milner Library) | DUE: Final Topic Selection (ReggieNet)  Read: Ch. 7 |
| **Week 5**  Mon., Sept. 16th | Organizing Ideas & Outlines  Watch Sample Speeches | DUE: Topic Selection Worksheet (ReggieNet)  Read: Ch. 8 & Ch. 9 |
| Wed., Sept. 18th | **Unit 2 Quiz: A**  Beginning & Ending Presentations Language | Read: Ch. 10 & Ch. 11 |
| **Week 6**  Mon., Sept. 23rd | Presentation Aids  Delivery  Delivery Exercises | Read: Ch. 12 & Ch. 13 |
| Wed., Sept. 25th | **Unit 2 Quiz: B**  Informative Speech Reminders  Assign Peer Evaluations  Assign Theme Speech & Speaking Dates | **Deadline to Submit Rough Drafts: Informative Speech** |
| **Week 7**  Mon., Sept. 30th | Workshop Day: Informative Speech |  |
| Wed., Oct. 2nd | **INFORMATIVE SPEECHES** | DUE: Peer Evaluations (Spiral) |
| **Week 8**  Mon., Oct. 7th | **INFORMATIVE SPEECHES** | DUE: Peer Evaluations (Spiral) |
| Wed., Oct. 9th | **INFORMATIVE SPEECHES** | DUE: Peer Evaluations (Spiral) |
| **Week 9**  Mon., Oct. 14th | **MIDTERM EXAM** |  |
| Wed., Oct. 16th | **THEME SPEECHES** |  |
| **Week 10**  Mon., Oct. 21st | **THEME SPEECHES** |  |
| Wed., Oct. 23rd | Assign Group-Persuasive Speech &  Speaking Dates  Group Guided Worksheet (Handout) |  |
| **Week 11**  Mon., Oct. 28th | **Unit 3: Message Responsiveness**  Listening | Read: Ch. 15 |
| Wed., Oct. 30th | Communicating in Groups  Managing Conflict | Read: Ch. 14 |
| **Week 12**  Mon., Nov. 4th | Workshop Day: Group-Persuasive Speech | DUE: Topic Construction –  Group Speech (Spiral) |
| Wed., Nov. 6th | **Unit 4: Persuasive Communication**  **Unit 3 Quiz**  Fact, Value, Policy  Building Arguments  Toulmin Argumentation Model | Read: Ch. 16 & Ch. 17 (pp. |
| **Week 13**  Mon., Nov. 11th | Argumentation & Fallacies  Ethos, Pathos & Logos  Assign Synthesis Reflection Worksheet | **Deadline to Submit Rough Draft: Group-Persuasive Speech**  Review Ch. 17 |
| Wed., Nov. 13th | **Unit 4 Quiz**  Group-Persuasive Speech Reminders  Workshop Day: Group-Persuasive  Speech |  |
| **Week 14**  Mon., Nov. 18th | **GROUP-PERSUASIVE**  **SPEECHES** |  |
| Wed., Nov. 20th | **GROUP-PERSUASIVE**  **SPEECHES** |  |
| **Week 15**  Mon., Nov. 25th / Wed., Nov 27th | **THANKSGIVING BREAK –**  **NO CLASS** |  |
| **Week 16**  Mon., Dec. 2nd | Synthesis Group Discussion | DUE: Synthesis Reflection Worksheet |
| Wed., Dec. 4th | Course Evaluations |  |
| **Finals Week** | **FINAL EXAM** (TBD by ISU) |  |

\*The above schedule, procedures, and policies in this course are subject to change in the event of extenuating circumstances. The instructor will notify students in a timely manner of all changes related to the course schedule through in-class announcements and through ReggieNet. In addition, the instructor reserves the right to handle situations with students on a case-by-case basis.

**SYLLABUS CONTRACT**

**Please sign and upload to ReggieNet by the posted deadline.**

By signing this contract, I am acknowledging that I have read, understand, and will comply with all policies and procedures stated in accordance with Kate Boutilier’s COM 110 syllabus.

I understand that it is my responsibility to ask questions if what is listed in the syllabus is not clear to me.

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Print Name Signature

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Email Address Date