**COM 110: COMMUNICATION AS CRITICAL INQUIRY**

**Instructor:** Luis Jauregui **Office Hours:** M 10:00-12:00/Tu 2:00-3:00

and by email

**Office:**  Fell Hall 048 **Phone:** (309) 438-3672

**Email:**  lajaur1@ilstu.edu **Section:** 061

**Classroom:** Fell Hall 0180 **Class time:** MFW 2:00-2:50pm

**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.

**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.**

**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.

**COURSEWORK**

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

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

1. Informative speech (5-7 minutes, no more than 7:30; at least 5 sources must be cited in the presentation and in the references)
2. Group presentation (25-30 minutes depending on the number of members, each member must speak at least 5 minutes consecutively, at least 10-12 sources must be cited in the presentation and in the references)
3. Persuasive speech (5-7 minutes, no more than 7:30; at 5 sources least must be cited in the presentation and in the references)
4. Award Acceptance Speeches (3 minutes, no citations or outlines needed)
5. Impromptu Speeches (2 minutes, no citations or outline needed)

**The Informative, Group, and Persuasive 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 an APA reference page are required for each (a sample will be provided). You absolutely need to bring a printed copy of the outline on the day of the speech. If you do not – you cannot give the speech. If you have any concerns about your ability to meet the requirements of this course, please talk to me and we will figure out a solution!

**Preparing to Participate (P2Ps)**. Your participation in the course will, in part, be determined by your completion of “Preparing to Participate” (P2P) assignments, due at the beginning of every class period, unless stated otherwise. Each is worth five points. At the end of the semester, one P2P with the lowest score will be dropped. **The P2Ps which are due up until and including August 28 are uploaded on Reggienet and were sent to you in your welcome email. Please type the answers in those P2Ps and then print them out.** Just in case you do not have access to the textbook, Chapters 1-3 are uploaded on Reggienet as well. **Follow the Paper Typing Guidelines mentioned below when submitting P2Ps.** From the second class onward, you will answer the questions in the P2P through TopHat – I will go over this in class.

**In-Class Participation.** For each class period, you attend, you will receive two points. One point for your presence, and the second for your participation. You can earn the participation point by answer or asking questions, or by participating in group work. **P.S. If you are absent on your speech day, you don’t receive any points for that speech.**

**Paper Typing Guidelines.** All papers should be typed, double spaced, with Times New Roman 12pt. font. Here is a link on how to do that: Headers should be left-aligned and should include ONLY the following: Name, Date, Class, and Title/Assignment. The header should be singled spaced but should be no more than four lines. All pages should have a page number on the bottom right corner of the page. You can find an example by clicking on this link: https://drive.google.com/file/d/1d4RLZy6HbhBAfYP0Xj86qgf8MT5X81lz/view?usp=sharing. All papers need to be proofread for grammatical errors and faulty sentence structures.

**P.S. P2P’s do not need to be double spaced.**

**Synthesis Assignment.** There will be an end of the year activity comprising of a small written assignment and a class activity that will summarize what we have learned throughout the entire semester.

**Online submission of outlines.** For all three speeches, you will be asked to turn in a physical, printed copy of the Outline as well as an APA reference page. You will also be asked to turn in an electronic copy of the outline online. This online submission will be on the Assignments Tab on Reggienet.

**EVALUATION**

**Speeches:**

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

Award Acceptance Speech 25 pts.

Impromptu Speeches 10 pts. (Per each speech, 2 speeches total)

Group Speech Activity 10 pts.

**Assignments:**

P2Ps 80 pts. (One lowest, submitted P2P dropped).

In-class Participation 30 pts. (2pts. for each week).

Online Submission of Outlines. 15 pts. (5pts. for three speeches).

Synthesis Activity. 30 pts.

**Exams:**

Midterm Exam 100 pts.

Final Exam 100 pts.

Total Possible Points: 700 pts.

The grading scale is a standard ten percentage point scale:

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

**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.

**Extra Credit.** Throughout the course you will have four extra credit opportunities, one every four weeks, worth 5 points each. You will listen to a speech from this YouTube playlist (<https://www.youtube.com/playlist?list=PL4mtCfRX5CdxhQZzRr2l3xzSgiQx-HhgA>), and write one paragraph on the improvements the speaker could make. For instance, you can state that the speaker could have used better body language. Then explain what kind of body language the speaker should have used and justify your answer. The answers should be at least 150 words and should follow the Paper Typing Format listed above. The Midterm and the Final exam will also have 5 pts worth of extra credit on each of the tests.

**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.

**P.S. Not submitting an outline and an APA reference page (both physically and online) counts as intentional plagiarism and has serious consequences, including not receiving any points for that speech.**

**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. **Please let me know if I can be of any assistance in this process.**

**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. **Please let me know if I can help you reach out to a professional.**

**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>

**CLASS ETIQUETTE POLICIES**

**Attendance:** You are expected to come to class prepared to discuss course material and participate in activities associated with the readings. I will not lecture over the materials you have read, rather, we will synthesize the material into discussion and activities in which your preparedness will play a large role. You are responsible for all materials distributed in your absence and should ***ask your peers for notes and other assignments from missed class periods***. If you are involved in university-sanctioned activities that will cause you to miss class, such as athletics or debate team, you must discuss these planned absences with me ahead of time, so that we may discuss alternative assignments and arrangements. In this class, you may accrue up to three (3) unexcused absences without penalty– so use them wisely. After a fourth unexcused absence, you may receive a grade no higher than a B in Participation; after a fifth, a C; a sixth, a D; and seven, an F. Also, after three (3) tardies you will be receiving a formal warning at the end of class as a way of notifying you that the next time you are late it will be considered as absent.

**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. **There is a difference between respecting and accepting someone’s opinion. You can respect someone’s opinion that Iron Man is better than Captain America, but you don’t have to agree with them.** I always expect you to demonstrate these behaviors 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.

**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 behaviors affecting class-related etiquette persist, you will be notified to change your behaviors. You will have one opportunity to address the change, after that you will be asked to meet with the Course Director to create and implement a Behavioral Change Plan.**

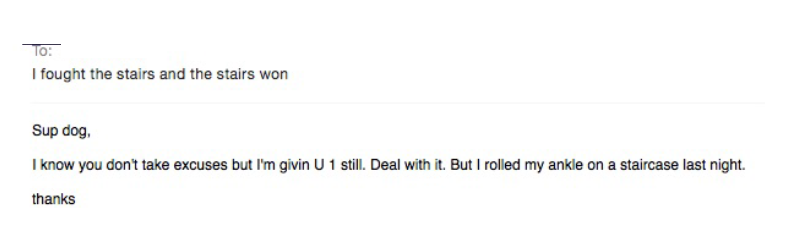
**Classroom Conduct.** In order to foster a safe and comfortable learning environment, I ask that you refrain from using racist, sexist, homophobic, or other negative language intended to exclude members of our campus community and/or classroom. I expect all communications in this class to remain respectful and considerate of the rights, opportunities, and welfare of students, faculty, and staff. Violations of this expectation will most likely result in an open constructive in-class discussion or a one-on-one discussion with me outside of class.

**Technology.** We’ll use the traditional pen and paper mechanism to take notes. Please refrain from using laptops. We may use laptops in some class periods, but I’ll inform you ahead of time. Also, I get it, life happens. If you need to send a quick text or take an emergency call, please do so as quickly as possible to avoid distracting your classmates. However, excessive cellphone use will affect your grades via loss of participation points and may result in losing technology privileges for your entire class.

**Presentation Etiquette.** On presentation days, you have dual responsibilities as a speaker and an audience member. **When you are presenting, you will dress in business casual attire**, unless you have a legitimate reason, in which case, you should talk to me before your presentation. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Help your peers advance their knowledge. **Most people are nervous when they present, be supportive, both verbally and nonverbally.** You will never enter or leave the room while a presentation is in progress. There will be an applause after a presentation is over. Once you hear the applause, walk into the room silently. If you fail to follow these instructions, your grade will suffer. If you skip a speech day when you are not presenting, you will lose 10% off the grade for your speech. Furthermore, if you walk into class **during** someone’s speech, you will lose 10% off your speech grade. If your phone rings during someone else’s speech or you are texting, you will lose 10% from your own speech grade. Finally, if you skip a workshop day, you will lose 10% off your individual speech score.

**Assignment Due Dates**. All work is expected on the date it is due. **Late assignments will not be accepted. I will work with you if you have a legitimate reason for your absence (determined by me or other professional) and arrangements have been made with me *prior* to the class meeting**. I want to help you in any way possible but will not accept less than your full effort. Like most instructors, I am more understanding if you keep me informed. If you encounter problems, please let me know right away. Late work will obviously be accepted if your absence is excused through the University or by a doctor’s note.

**Contacting the Instructor.** I expect that all email communication be professional. In the subject line of your email, please list your last name, course (COM 110) and section number, and a general subject of your inquiry. Emails should contain **a greeting** (Hello Luis), **a specific and spell-checked/grammar-checked message**, and **a closing with your name**. Finally, all emails must be sent through an ISU email address. I will not respond to any emails from students who use alternate email addresses. If you choose to contact me through email, please be patient and allow 24 hours for a response during the week (Monday-Thursday) and 48 hours on weekends (Friday-Sunday). If an email is sent an hour before class, it should not be expected that I will respond within the hour. Also, **please do not** send me emails which look like this:



**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 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. 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, every 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.

Syllabus Contract

I have read the syllabus for Luis’ COM 110 and agree to the terms for required coursework and acceptable classroom behavior.

Name and preferred pronouns (please print):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major(s)/Minor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please list any previous public speaking experience, if any:

If you could have dinner with a famous person, dead or alive, who would it be and what would you eat?

Who makes the best pizza in your hometown? Explain why.

What came first, the chicken or the egg?

What is your favorite TV show and why?

What is something you would like your instructor to know? What questions do you have for me?

Favorites:

Song/Artist (currently): \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Food: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Restaurant: \_\_\_\_\_\_\_\_\_\_\_\_

Movie (currently): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Soda: \_\_\_\_\_\_\_\_\_\_\_\_\_ Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COM 110 Section 68 Class Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Material Covered** | **Assignment Due** |
| **1** | Aug-19 | M | Introduction to Course & Syllabus |  |
| Aug-21 | W | Ch. 1: Introduction to Communication  *Assign Award Acceptance Speech* | Ch. 1 P2P, On Reggienet  Syllabus Contracts |
| Aug-23 | F | **Award Acceptance Speeches** |  |
| **2** | Aug-26 | M | **Impromptu Speeches** |  |
| Aug-28 | W | Ch. 2: Communication Confidence | Ch. 2 P2P on Top Hat |
| Aug-30 | F | Ch. 4: Perception and Self Concept  Ch. 6: Analyzing your Audience | Ch. 4, 6 P2P on Top Hat |
| **3** | Sep-02 | M | ***Labor Day Holiday*** | |
| Sep-04 | W | Ch. 13: Delivering the Presentation | Ch. 13 P2P on Top Hat |
| Sep-06 | F | Ch. 10: Beginning and Ending the Presentation Ch. 12 Designing Visual Aids | Ch. 10, 12 P2P on Top Hat |
| **4** | Sep-09 | M | Ch. 5: Choosing Topics  Ch. 8: Organizing Ideas | Ch. 5, 8 P2P on Top Hat |
| Sep-11 | W | Ch. 7: Locating and Incorporating Sources | Ch. 7 P2P on Top Hat |
| Sep-13 | F | Ch. 3: Ethical Communication  Ch. 11: Using Appropriate Language | Ch. 3, 11 P2P on Top Hat |
| **5** | Sep-16 | M | *Assign Informative Speech* | Ch. 9 P2P on Top Hat |
| Sep-18 | W | *Ch. 9: Outlining the Presentation*  *Midterm Review* | **Informative Speech Topics Due on Reggienet** |
| Sep-20 | F | Midterm Exam |  |
| **6** | Sep-23 | M | *Informative Speech Outline Workshop* |  |
| Sep-25 | W | *Informative Speech Review Workshop* |  |
| Sep-27 | F | *Informative Speech Delivery Workshop* | **Final Informative Speech Outlines due by 5pm on Reggienet.** |
| **7** | Sep-30 | M | **Informative Speeches** |  |
| Oct-02 | W | **Informative Speeches** |  |
| Oct-04 | F | **Informative Speeches** |  |
| **8** | Oct-07 | M | **Informative Speeches** |  |
| Oct-09 | W | Communicating in Groups Activity |  |
| Oct-11 | F | Ch. 14: Communicating in Groups  *Assign Groups and Group Speech* | Ch. 14 P2P on Top Hat |
| **9** | Oct-14 | M | Ch. 14: Communicating in Groups | **Group Speech Topics Due on Reggienet** |
| Oct-16 | W | *Group Speech Outlining Workshop* |  |
| Oct-18 | F | *Group Speech Review Workshop* |  |
| **10** | Oct-21 | M | *Group Speech Delivery Workshop* | **Final Group Speech Outlines due by 5pm on Reggienet.** |
| Oct-23 | W | **Group Speeches** |  |
| Oct-25 | F | **Group Speeches** |  |
| **11** | Oct-28 | M | **Group Speeches** |  |
| Oct-30 | W | Ch. 16: Understanding Persuasive Principles | Ch. 16 P2P on Top Hat |
| Nov-01 | F | Ch. 17: Logical Fallacies  *Assign Persuasive Speech* | Ch. 17 P2P on Top Hat |
| **12** | Nov-04 | M | Ch. 17: Toulmin Model | **Persuasive Speech Topics Due on Reggienet** |
| Nov-06 | W | *Persuasive Speech Outline Workshop* |  |
| Nov-08 | F | *Persuasive Speech Review Workshop* |  |
| **13** | Nov-11 | M | *Persuasive Speech Delivery Workshop Assign Synthesis Activity* |  |
| Nov-13 | W | **No Class – NCA 2019** | |
| Nov-15 | F | **No Class – NCA 2019** | |
| **14** | Nov-18 | M | **Synthesis Activity** | **Final Persuasive Speech Outlines due by 5pm on Reggienet.** |
| Nov-20 | W | **Persuasive Speeches** |  |
| Nov-22 | F | **Persuasive Speeches** |  |
| Nov-25 | M | **Thanksgiving Break** | |
| Nov-27 | W |
| Nov-29 | F |
| **16** | Dec-02 | M | **Persuasive Speeches** |  |
| Dec-04 | W | **Persuasive Speeches** |  |
| Dec-06 | F | *Final Exam Review* |  |
| **17** |  |  | Final Exam (Time TBD) |  |

**\*\**This schedule is tentative and subject to change. You will be notified of any changes to the syllabus in a timely manner.\*\****