**STANDARD POLICIES AND STATEMENTS FOR**

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

**Instructor:** **Lee Anne Hale** **Office Hours:**  **M:** 2:30 – 4:00

(Exception: No hours on the third Monday of every month)

Virtual Office Hours – TR: 1:00 – 1:45 email in real time. I will be solely on email during this time. Please contact me and email can serve as a little slower version of a chat!

**Office:**  407 Fell Hall **Phone:** 309-438-3674

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

**Section:** 019 (1892) **Classroom:** Fell 0162 **Meeting time:** MWF: 10:00-10:50

024 (1887) Fell 0162 MWF: 11:00-11:50 **Librarian Consultant:** Sharon Van Der Laan

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

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In addition to Sharon consulting with our class, each major

has its own content librarian. Ex: If you are a biology major,

you will have your own librarian to help you with BIO info.

***Welcome to COM 110~***

*It is with great excitement that I welcome you to Communication as Critical Inquiry. I look forward to getting to know you! This class is a team effort.*

*I vow to show up and give you everything I have. I ask the same of you.* ***The more you put into this class, the more you will get out***

***of it.*** *I will match the level of commitment and investment you put into*

*your education. I cannot stress enough to you that if you need assistance or*

*have concerns, you need to ADVOCATE for yourself and*

*COMMUNICATE with me. I am here to help you.*

*We will work hard. We will have fun. Fall 2019 – we got this.*

***Why is this class important?***

*I truly believe this information has the power to greatly improve your lives – if*

*not change your life. It is not a gimmick at all – the one thing you and I both*

*do every day is communicate in some way. I take great pride in empowering*

*you to find and use your voice confidently.*

**How to contact**

1. **EMAIL:** [lrhale@ilstu.edu](mailto:lrhale@ilstu.edu) – \*\*The best way to contact me. Please give me 48 hours before you ask if I have received your email. Weekend emails received will not likely be seen until Sunday evening or Monday.
2. **PHONE:** 309-438-3674 – This is a shared phone, so please include your name, phone, and class in your message. I would reach out via email before using this phone as I am able to access email quicker and more often.

**OFFICE:** Fell Hall 407 – M: 2:30 – 4:00 (Exception: No hours on the third Monday of every month) Virtual Office Hours – TR: 1:00 – 1:45 email in real time. I will be solely on email during this time. Please contact me and email can serve as a little slower version of a chat!

1. If you are unable to meet during this time, please contact me and we will set up a time that works best.

In inclement weather, I may choose to have virtual office hours via Skype/phone as to safely avoid the highway commute. If so, I will post an announcement on Reggie and/or by email.

**Lee Anne:**

**How does Lee Anne communicate with you?**

Outside of class, I will post info on Reggie and send emails. If you choose not to receive emails forwarded from Reggie, you are still responsible for info posted there.

**What supplies do**

1. Two (2) Textbooks: We will use these textbook every week, so you will definitely need to get a copy of the textbooks. Purchasing instructions following on next page.

**Textbook/eBook:**

* Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2018). Engaging communication. Southlake, TX: Fountainhead Press.
* Simonds, C. J., Hunt, S. K., & Hooker, J.F. (2018). Communication as critical inquiry: Supplementary materials packet. Champaign, IL: Stipes Publishing.

(Available at the School of Communication Resource Center in the basement of Fell —See below).

1. A stapler. End of story. You need one. Buy one. Don’t borrow.
2. Frequent access to a computer for reading, communicating, saving, typing, and submitting work.
3. A working ISU email account – often, personal email accounts end up in my SPAM mail. So, all communication needs to be with your ISU email.
4. Frequent access to a printer AND ability (paper, ink or money on card) to print to assignments.
5. Flash drive: Optional BUT VERY helpful. Students use these to save speech PPTs or outlines during work days.
6. 3 by 5 notecards - Optional if you want to use them during your speech.

**I need for class?**

**How do I buy the textbook/eBook (which is 1 of 2 books) for this class?**

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.

**Steps to purchasing eBook:**

1. Go to ([www.fountainheadpress.com/cci](http://www.fountainheadpress.com/cci)).
2. Create an account.
3. Purchase the book.
4. Once purchased, you should be able to download an electronic version of the book to a computer, laptop, tablet, etc.

**How do I buy the spiral book (supplemental materials, which is 2 of 2 books) for this class?**

***This book can only be purchased through the School of Communication online store and ONLY for the first 2 weeks.***

1. Go to this website. Keep in mind, if you click directly on this link, sometimes it works, sometimes it does not. You might have to copy and paste the link into a new browser window.

<http://Bit.ly/COM_110>

1. This link takes you to the School of Communication online store at which you can use a credit, debit, or monetary gift card.
2. Once you purchase the spiral book online, you will be given confirmation via email or a receipt to print. It should cost around 31.00 plus tax.
3. The book is not immediately available. Instead, you will need to wait 1-2 days (most likely just 24 hours). During this time, a purchaser list is generated and the SOC (School of COM) uses it to ensure we save you a copy. SO, if you were to order their spiral on a Friday afternoon, the manual will be available the following Monday.
4. After the waiting period, go to the Communication Resource Center - FELL 34 - located in the basement. In the lobby and basement of Fell Hall, you will see signs with the room number.
5. YOU MUST HAVE YOUR ISU ID CARD WITH YOU to pick up the book. **ONLY** people who are on the list will receive a spiral workbook.  Due to the 24 hour disclaimer, anyone who purchases the workbook online and then brings in a receipt, picture, printout, etc., the day of their purchase will **not** receive a spiral even though they have proof of purchase.  They must wait until the spiral sales are open again the following day to pick up their purchase when their name is on the official list.

**Communication Resource Center Hours of Operation - FELL HALL 034**

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.

**\*\*\*\*\*If you have any technical issues with your eBook, you must first contact TopHat, then Lee Anne.\*\*\*\***

**How does this class fit into a Gen Ed Degree?**

Following are objectives the University wants students to learn in our Gen Ed classes. Not every course will reach each objective. Read further to see how this class will work to reach some of these goals.

***Courses in the Humanities category of General Education address the following program objectives:***

1. **knowledge of diverse human cultures and the physical and natural world, allowing students to** 
   1. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
   2. experience and reflect on global issues
2. **intellectual and practical skills, allowing students to** 
   1. make informed judgments
   2. report information effectively and responsibly
   3. *write in a variety of genres, contexts, and disciplines*
   4. *deliver purposeful presentations that inform attitudes or behaviors*
3. **personal and social responsibility, allowing students to** 
   1. interact competently in a variety of cultural contexts
   2. demonstrate ethical decision making
   3. demonstrate the ability to think reflectively
4. **integrative and applied learning, allowing students to** 
   1. identify and solve problems
   2. transfer learning to novel situations
   3. *work effectively in teams*

**What is the transformational goal of our class?**

By the end of the semester, LA Hale’s COM 110 students will be more critical consumers and responsible, confidant, and compassionate producers of communication.

**What types of assignments/events will help us reach our class goals & Gen Ed learning outcomes?**

|  |  |  |
| --- | --- | --- |
|  | Detailed Assignment Info Sheets & due dates can be found on Reggie. Following are brief descriptions. | Gen Ed LO |
| 1. Speaking Exercises | Individual & Group  Informal |  |
| 1. 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) | IIa,c,d,e  IIIc,d  IVa,c |
| 1. Quizzes | We will have a quiz over each chapter. No tests at all this semester as quizzes are often more user-friendly and manageable for students. This is just one way I assess your understanding of course concepts. Much of our higher learning comes from a foundational knowledge of vocab. Quizzes helps us both figure out what you need to know and what I need to spend more time in class. | Ib,  IIa,  IIId |
| 1. Discussions | Much of what we learn in this class will come from each other. Each person in our class has a voice and will be encouraged to share it with us. We will respectfully listen to, share with, and support each other as we grow in learning. Discussions will occur as often as possible. | Ib,  IId,  IIIb,c,d |
| 1. Learning Activities | Often, learning comes from doing versus hearing and seeing. So, we will be creative and have fun as a way of imprinting knowledge in ways a traditional classroom cannot. | IIIb,c,d  IVa,b,c |
| 1. Lecture | Some days, I will start with a lecture to help build the foundation for the remaining events and assessments. During this time, we will learn vocab and concepts from each chapter. This lecture will move us into our discussions, activities, and reflections. | Ib, Ic |
| 1. Self & Peer Evaluations | To become a critical consumer of communication, it is important to develop your speech evaluation skills. At the beginning of the semester, you will be randomly assigned two peers who you will evaluate for the two individual speeches. After you present each speech, you will complete a self-evaluation, which provides you time to reflect on how the speech went and what you would revise of your preparation and performance for the next speech. | IIa,c  IIIc,d |
| 1. COM 110 Assessment Survey of Civic and Political Engagement | Because this course is a general education requirement, we will be conducting assessment of your civic and political engagement. I will provide a link to a Civic and Political Engagement Survey to be completed at the beginning and end of the course and will be one of the elements of your portfolio. You may choose to reflect on the results of this survey in your CIP and/or Synthesis speech. Your participation is voluntary and opting out will not affect your grade in the course. Should you choose to opt out of taking this survey, an alternative assignment will be provided to you. You will receive 5 points for each survey (or alternative assignment) you complete at the beginning and end of the course for a total of 10 pts. | IIId |
| 1. Instructional Discussion   Analysis/Application/Activity | This is the opportunity to make this class interactive.  You will collaborate with a partner/group to cover a randomly assigned chapter to which you will pair an artifact (news story, music lyrics, video, etc.).  From that connection, you will create, teach/moderate an entire-class lecture & discussion. |  |

**How many points are in the class?**

Grades are not weighted in this class. Once a grade is returned to you, log the points in this table. Want to figure out your score so far? Add all of your points earned and divide it by the total of points possible on just those assignments completed. That will be your percentage. Assigned grades for speeches must comprise at least 50% of the overall grade.

|  |  |  |
| --- | --- | --- |
| **EVALUATION** | Points Possible | Your Points |
| Individual Informative Speech – 1 | 100 |  |
| Chapter Instructional Discussion | 150 |  |
| Info Outline 1 | 10 |  |
| Info Outline 2 | 10 |  |
| Group Outline | 30 |  |
| Individual Informative Speech - 2 | 100 |  |
| Final Exam | 150 |  |
| Persuasive Group Speech | 200 |  |
| Reflection Portfolio: CIP: 25; Synthesis Paper/Speech: 25; Library Assignments, and Reflections | 120 |  |
| Investment (Extra) Credit: Peer Evals – You are responsible for having these forms printed out from Reggie and brought to class. They will not be handed out in class.  Another opportunity is to complete the participation boxes in your eBook. They have been “assigned” to you should you want that opportunity. Their point value is TBD. | Up to 2 points each. |  |
| Total: | 870 |  |

**What is the grading scale?**

|  |  |  |
| --- | --- | --- |
| 90-100 | A | This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. “A” grades mean that students have mastered and excelled equally across all applicable learning objectives. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject. *Impressive* |
| 80-89 | B | This grade represents performance significantly beyond achievement of the course objectives. Work is of high quality, even mastery at times, but is not consistently at such an outstanding level from time to time and/or for all applicable learning objectives. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject. *Nice job* |
| 70-79 | C | This grade represents an acceptable achievement of all of the applicable course learning objectives, and often includes occasional outstanding accomplishments. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the subject and to be successful. *Good but could also be considered average.* |
| 60-69 | D | This grade represents acceptable achievement of some of the applicable course learning objectives and less than adequate performance on others. It signifies questionable readiness to proceed with more advanced study of the subject. *Needs work and attention to class content and assignment details.* |
| 59 and below | F | This grade reflects unacceptable performance on most or all of the course learning objectives. The student is not yet ready to proceed with more advanced study of the subject, and must repeat the course successfully to receive credit. *Lack of effort.* |

**How often does Lee Anne update grades?**

While I will add grades to ReggieNet, it may not be immediate. So, keeping track of your points on your own will answer that pressing question – “How am I doing in this class?” – ANYtime. While my goal is to get them updated by the end of the week, it may not always be possible.

**What is Lee Anne’s policy on rounding up grades?**

I do not round up grades below .50. Ex: If you are at an 89.4 or below, I will not round up your score to a 90. If you are at an 89.50 or higher and your effort and attitude warrant the raise, I will honor your work and your score will be a 90. If you are at a .50 or higher, you do not need to talk to me or email me, I will round it up based on your performance. That final grade will reflect itself in final grades posted by the University but not in Reggie.

**Is extra credit offered?**

I offer extra credit as a way for you to recoup any lost points or to help you earn the goal grade you set for yourself. All extra credit is added to the grade book at the end of the semester. It is my priority to enter all official grades first, so please do not expect extra credit grades to be added until the last couple weeks of class. Extra credit gets entered into a separate column in the gradebook. Completing extra credit does not automatically earn you the full possible points. You must complete it as outlined in the directions in order to earn up to the total points. All extra credit is due by the date listed on the calendar. This date is a couple weeks before the end of the semester. Since extra credit is posted at the beginning of the semester, I will not accept any extra credit beyond the due date, regardless of your situation. It is best you complete extra credit early to ensure you have a cushion of points contributing to your overall course grade.

**Is extra credit offered during class?**

Yes, there are opportunities to earn extra points in class during the semester, especially on speech days. These opportunities are filled on a volunteer basis. Everyone will get a chance to earn the extra points.

**Is any other extra credit offered?**

**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/

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

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

Optional:

For each research study you participate in, I will award 2 points of extra credit (up to 10 total points).

**Is there any way to earn extra credit AND practice my speech?**

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 call 438-4566 (they do not have voicemail) 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 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.**

\*\* If the Lab has openings, you are welcome to go to the lab more than once. However, you will only earn extra credit, which is 5 points, for only one visit.

**COURSE POLICIES**

**Do I have to complete all 3 speeches?**

**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). You will also be required to submit a preliminary outline to me for comments prior to your presentation date. If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

**What is IAI and what does it mean for me?**

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.

**How am I expected to act in this class?**

**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.

It is essential that you demonstrate the most respectful behaviors during each class period but especially as your peers are performing. No eating, using cell phones, working on your speech or other work, sleeping, arriving late or making fun of a peer. Such behaviors will result in a point deduction from your presentation grade. Do not enter or leave the room during another person’s presentation. If an emergency, you can leave the classroom. If you arriving late, listen outside the door before your enter. Wait for applause and then enter the room. If you choose to walk in during someone’s speech, you will lose 10 points off your presentation grade. **If your cell phone goes off during anyone’s speech, yours included, you will have 1 letter grade deducted from your speech.**

**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.

**What happens if I cheat or plagiarize in this class?**

**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.

**What if I am absent?**

You are expected to come to class prepared to discuss and participate in activities associated with the readings. Remember, this is your job with the exception that you cannot call in a sub to fill in for you. Regular attendance is expected and I will take attendance every day. Financial Assistance, ISU athletics, and other similar departments often ask for your record of attendance. I will supply them with such if it is appropriate and fits into the FERPA guidelines. 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 later.

If you have a legitimate reason for not being in class, you must inform me as soon as possible by email. If you are involved in university activities, such as athletics or forensics, that will cause you to miss class, please provide me with the dates you will miss and a signed note from your coach or sponsor confirming your absence.

Vacationing? If you are extending Thanksgiving or Spring Break beyond the days recognized by the University, you are responsible for any material/points covered/earned those days. No exceptions. Vacations outside of University-designated dates do not automatically make you eligible for exceptions/accommodations, etc.

\*\*\* IF YOU ARE ABSENT FOR WHATEVER REASON, IT IS YOUR RESPONSIBILITY TO LEARN/COMPILE WHAT YOU MISSED. BEING ABSENT ONE DAY DOES NOT MAKE YOU EXEMPT FROM BEING PREPARED THE NEXT DAY.

**What if I miss a presentation day during which I am a listener or speaker?**

If you do not perform your speech on your assigned day for whatever reason, there is a 20-point deduction off that speech. \*\*The only exception to this 20-point deduction is if your absence is filed through the University.

If you are absent on a presentation day during which you are to be an audience member, 20 points will be automatically deducted from your presentation grade.

**What happens I miss a speech, quiz, or test because I am sick and go to Health Services?**

Unless the Dean of Student Services, not Health Services, deems your absence as officially

excused, going to Health Services does not make your absence excused. If you sick, you are sick and should definitely stay home instead of coming to a speech day. Yes, you will miss the points, but that is what the extra credit opportunities are for – to help you get these points back for your total grade.

**What if I miss completing a peer eval because I am absent?**

Peer evals cannot be made up. Ex: If you are scheduled to evaluate Minnie Mouse and you are absent during her speech, you cannot evaluate Mickey’s speech the next day to make up the points because Minnie is the one who lost out in this situation. The only exception to this is if you are aware in advance you will miss a speech day, you must notify Lee Anne and the CC (check Reggie for speech day roles) to swap with another person.

If you unexpectedly miss the speech day and you have not switched peer evals with someone else, you miss those points unless your absence is filed with the University.

**How do I make up a speech?**

Making up a speech is not automatically granted. You must speak with Lee Anne to confirm

you are eligible to make up your speech. Speech make-ups are to be completed in the

Speech Lab.

*Appointment:* You need to complete your speech ASAP.

*Complete Outline:* You will need to take one with you.

*Audience:* You need to take with you an audience of 5-8 peers/friends to count as a

public speaking experience.

*Recording device:* You need to take a recording device with you to tape your speech

in its entirety. If you run out of space during your speech, you will need to redo it – likely on another day based on their Lab’s availability.

*Rubric:* You must supply Lee Anne with a new stapled copy of your outline and

rubric for grading purposes.

*Grading:* If your email will allow the file size, you can email your recording or

come to office hours and Lee Anne will review it. You will get your

grade on another day.

**Is late work accepted?**

**No, I do not accept late work**. All presentations, assignments, and quizzes must be completed on the date assigned. Speech times and dates are non-negotiable – so if you miss your date, you miss it. I understand semesters can be very hectic and that life happens. If you have a legitimate excuse such as an extreme illness, family emergency, university sponsored events, I will accept ONE late assignment for partial credit (50% minus any points deducted for incorrect answers, etc.) within 24 hours of its assigned date. Such an assignment should be emailed to me. In regards to university sponsored events, I expect assignments to be completed ahead of time.

**What happens if my printer runs out of ink or I have technical issues?**

If your printer has run out of ink or you have technical issues, email the assignment to me

BEFORE class; otherwise, it is considered late. If you come to class and tell me about the

problems without already emailing me, the assignment is considered late and will not be

accepted.

**Do assignments *really* have to be stapled AND typed to be accepted?**

Yes, I only accept assignments that are stapled and typed. If your assignments are not stapled and typed, they will not be accepted. End of story. It is about professionalism and preparation.

The ONLY exception to the typed rule is your reflections may be turned in handwritten (if applicable that semester).

**Can I make up a quiz (or test, if applicable)?**

Quiz makeups: Quizzes cannot be made up for any reason other than one excused by the Dean of Student Services. Without an approved excuse, quizzes will be open for a minimum of at least 2 days, which will give you more than one opportunity to complete it. If you miss it, you miss it. If you have technical difficulties, you must contact the IT Help Desk. If they are unable to assist you, you must forward your IT email ticket to me as documentation of the technical difficulty so I can reopen the quiz.

**What if I am late to class?**

We will respect each other’s time in this course. We will stay true to the start and end times assigned for this course. If you choose repeatedly to arrive late to our class, I will not catch you up on what you missed. If you have a legitimate reason that will prevent you from being on time, please talk with me.

Speech day: If you are late on speech day and decide to walk in during someone’s speech, you will have 5 points deducted from your speech grade. If you are late, please wait for applause and come in between speakers.

**UNIVERSITY SERVICES**

**Do you have an accommodation for learning, taking quizzes/tests, medical, etc?**

The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.

**Special Needs.** Any student needing to arrange a reasonable accommodation for a

documented disability should contact Student Access & Accommodation Services.

Email: ableisu.edu Phone: 309-438-5853

The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.

**Are you feeling overwhelmed? Stressed? Hopeless? Anxious? Lost?**

**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 sometimes feel overwhelmed, lost, experience anxiety or depression, 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.

**What if someone close passes away during the semester?**

**Illinois State University Bereavement Policy.** In the event that 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

**What if I have other concerns and questions about this class?**

Talk to Lee Anne! Whatever is bothering you, come talk to me. If you have questions you do not want to bring up in class or need extra help, come talk to me. ☺

**LA Hale’s COM 110 Fall 2019 Calendar**

**REVISIONS:** This document is simply a guide and changes can be made as they best serve the pace of your specific class. That being said, due dates of assignments rarely change. Revisions usually only occur in terms of which chapters will be covered on which days. I reserve the right to alter this schedule to fit the needs of the class and time constraints. In the event I make changes, I will notify you in class and by email/ReggieNet.

\*\*\* This calendar is pretty tight and non-negotiable in the beginning half of the semester. However, I leave flexibility towards the end as everything gets much busier with everyone. If we need to do so, I reserve the right to alter this schedule to fit class and time needs.

*\*\*\*\*\* There are 12 quizzes total for this semester; however, they are not individually posted on this calendar. Example: During a certain week, it may just say quiz, but there could be 3 chapters over information covered this week. You will be quizzed over all that information; however, BB may have the quizzes split into 2 and 1 quiz will cover 2 chapters and 1 quiz will cover the third chapter. Just complete all the quizzes on BB and you will be in good shape!*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter to be read | Event in class | Due at this class | What’s coming up |
| 1-M 19 August |  | Syllabus  Introductions |  | Buy eBook, Spiral  Individual Speaking Exercise |
| 1- W 21 August |  | Individual Speaking Exercise  Who’s Who  Break into groups & Share info | Contracts – 2 bonus points | CIP Paper |
| 1- F 23 August | *1 Defining COM*  *LA* | COM Model  **Break into groups & ID Work Time** | Contracts due |  |
| 2- M 26 August |  | **ID Work Time** |  | CIP Paper |
| 2- W 28 August |  | **ID Work Time** |  | **IDs BEGIN** |
| 2-F 30 August |  | Group Speech Meetings  Hybrid Day | **\*\* Research Speech Topics** | Group Topic  Speech ideas |
| 3-M 2 September | **NO CLASS!** | **LABOR DAY** |  | Individual Speech Topics &  Group Topic  Speech Ideas |
| 3- W 4 September  9/4 Continued | Ch. 6 Audience Analysis &  Ch. 5 Topic Selection | **ID Partners:**  **ID Partners:** |  | Info Speeches |
| 3- F 6 September |  | Group Speech Meetings  Hybrid Day |  | Speech Lab |
| 4-M 9 September | Ch. 7 Idea, support, evidence  Ch. 8 Organization | **ID Partners:**  **ID Partners:** |  | Your 4 sources due 9/27 – put into APA format. |
| 4-W 11 September | Ch. 3 Ethics  4 Self Perception | **ID Partners:**  **ID Partners:** |  | Concept Map |
| 4-F 13 September |  | Group Speech Meetings  Hybrid Day |  |  |
| 5-M 16 September | *Ch. 2 COM Apprehension PPT*  *(LA)* | SD | **Concept Map Due** |  |
| 5-W 18 September | Ch. 9 Outlining  Ch. 10 Intro and Conclusion | **ID Partners:**  **ID Partners:** |  |  |
| 5-F 20 September |  | Group Speech Meetings  Hybrid Day |  | Bring in Peer Eval for 9/23 |
| 6-M 23 September | 11 Language | Speech Evals  ML Speech |  |  |
| 6-W 25 September | Ch. 12  13 Delivery | **ID Partners:**  **ID Partners:** |  |  |
| 6-F 27 September |  | Group Speech Meetings  Hybrid Day  Peer APA Source Evaluation | Your 4 sources due – put into APA format – See spiral for examples |  |
| 7-M 30 September | Ch. 14 Group, Cultural, Conflict Slides | **ID Partners:** |  | Print 1 Peer Eval and bring 10/8 |
| 7-W 2 October | Ch. 15 | **ID Partners:** |  | 1st Speech Outline Due 10/7 |
| 7-F 4 October |  | Group Speech Meetings  Hybrid Day | Highlight problem piece of your outline. (Gallery) |  |
| 8-M 7 October |  | Select Speech Order –1st Speech | **Speech Outline Due** | Print off and bring Peer Eval forms during speeches for EC |
| 8-W 9 October |  | 1st Info Speeches | Peer & Self Evals | All speech docs due regardless of when you are scheduled to perform. |
| 8-F 11 October |  | Group Speech Meetings  Hybrid Day | **Practice Speeches (Problem Piece)** |  |
| 9-M 14 October |  | 1st Info Speeches | Peer & Self Evals |  |
| 9-W 16 October |  | 1st Info Speeches | Peer & Self Evals |  |
| 9-F 18 October |  | Group Speech Meetings  Hybrid Day |  |  |
| 10-M 21 October | Ch. 16: Etho, Logos, Pathos |  |  |  |
| 10-W 23 October | Ch. 17: Appeals  Refuting Counterarguments/  Audience Analysis | Peer Outline Evaluation | 2nd Speech Outlines Due - bring hardcopy | Second Speeches are coming up!!! I know – hang in there! |
| 10-F 25 October |  | Group Speech Meetings  Hybrid Day | Speech Outlines Due - bring hardcopy |  |
| 11-M 28 October |  | **2nd Info Speech** | Peer & Self Evals |  |
| 11-W 30 October |  | **2nd Info Speech** | Peer & Self Evals |  |
| 11-F 1 November |  | Group Speech Meetings  Hybrid Day |  | Group Speeches are coming up!! |
| 12-M 4 November |  | **2nd Info Speech** | Peer & Self Evals |  |
| 12-W 6 November |  | **2nd Info Speech** |  |  |
| 12-F 8 November |  | Group Speech Meetings  Hybrid Day |  |  |
| 13-M 11 November | TBD |  |  |  |
| 13-W 13 November | 12 Presentation Aids |  |  |  |
| 13-F 15 November |  | Group Speech Meetings  Hybrid Day |  |  |
| 14- M 18 November | 18 Using COM for Common Good | Interpersonal Notes – probably should be a potluck day. ☺ |  |  |
| 14- W 20 November |  | **Group Speech Practice Run Coaching** |  |  |
| 14- F 22 November |  | **Group Speech Practice Run Coaching** |  |  |
| M 25 – F 29 November | **NO CLASS!** | **Thanksgiving Break** | Go communicate with someone. ☺ | Portfolio & Synthesis Paper/Speech |
| 15- M 2 December |  | **Group Speeches** |  |  |
| 15- W 4 December |  | **Group Speeches** | Group Evals Due |  |
| 15- F 6 December |  | Last Day of Class  Reflection | Group Evals Due |  |
| 16 – Final: |  | Day & Time TBD by University – Check MY around mid-semester for specifics | **Final Exam** |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: Day & Time: \_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*\*This contract needs to be read, completed and turned in online under ASSIGNMENTS in Reggie within the first two weeks.\*\*\*\***

COM 110 Communication as Critical Inquiry Contract

Illinois State University - Instructor Lee Anne Hale – Fall 2019

**Please initial by each agreement and complete the questions following.**

**\_\_\_\_\_** I understand Lee Anne wants me to succeed and she will give me all of the instructions needed to do so. If I feel I don’t have enough info in order to be successful, **I will ask her for help**.

\_\_\_\_\_ I have received and read a copy of the syllabus and calendar for this course and agree to the terms. Specifically, I understand the following are my responsibilities and my failure to comply may result in point deductions and possibly failure from the course.

\_\_\_\_\_ I understand the calendar is a guide and while chapters to be read may change according to the needs of the class, due dates will likely not change and they are my responsibility. In the event there is a change, Lee Anne will notify me and that revision is again my responsibility.

\_\_\_\_\_ I understand I need to check my ilstu and ReggieNet frequently for updates/revisions.

\_\_\_\_\_ I understand ReggieNet may not have all of my grades updated immediately. However, Lee Anne has provided a point-breakdown table in the syllabus in which I can record my grades and calculate those on my own at any time.

\_\_\_\_\_ I understand this is a college-level course meaning that Lee Anne expects me to read the syllabus and calendar, check ReggieNet and email, look for the answers in the book, class notes, and spiral book. I understand Lee Anne wants me to learn how to be independent and, as a result, she will not give me the answers to every question **because she wants me to *learn how to learn***.

\_\_\_\_\_ I am committed to being fully present each day in class and it is my responsibility to listen for directions, changes, and other announcements.

\_\_\_\_\_ I also understand taking notes in class, even if a PowerPoint is not up, will help me learn and retain information pertinent to my success as some info will only be verbally delivered.

\_\_\_\_\_ If I am having difficulty or questions/concerns, I can communicate with Lee Anne.

\_\_\_\_\_ I understand I am not allowed to have my phone on during class. I understand that I cannot answer or make calls, text, or surf with my phone/laptop during class.

\_\_\_\_\_ I understand if I do not complete all three speeches for whatever reason, I cannot pass the class.

\_\_\_\_\_ I understand Lee Anne has the right to change the schedule as needed with the agreement that she will announce such information via email, ReggieNet, or during class.

\_\_\_\_\_ I understand if I do not comply with the guidelines (behavior, presentation), I could be at risk for failing the course.

\_\_\_\_\_ I understand if I am absent, it is my responsibility to get missed information and to remain up-to-date with coursework and preparations.

\_\_\_\_\_ I understand the 20-point deductions associated with missing a presentation day on which am scheduled as a speaker and/or a listener.

\_\_\_\_\_ I understand not being a supportive audience member and engaging in negative behaviors such as sleeping, eating, texting, etc., during a classmate’s speech can have serious consequences to my total points.

\_\_\_\_\_ I understand any assignments not stapled, not typed, and/or late will not be accepted.

\_\_\_\_\_ I understand I am responsible for material on revised due dates as long as Lee Anne communicates the revised due dates with me.

\_\_\_\_\_ I understand that the hybrid schedule affords me the in-class time to work individually, with a partner, or a group on our Instructional Discussions and/or final semester project/speech. I will be accountable to myself and/or partner(s) regarding absences, communication, and productivity. These days are not days off of class or considered cancelled.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_­­\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

What year are you? \_\_\_\_\_\_\_\_\_\_ transfer student?\_\_\_\_\_\_ Do you live on campus? \_\_\_\_\_\_\_

How many classes are you taking? \_\_\_\_\_\_ Do you work? \_\_\_\_\_\_ If so, how many hours? \_\_\_\_

**Please answer the following.**

Did someone refer to you take this class specifically with Lee Anne?

How are you feeling about this course?

Any other information that you would like to share regarding your role as a student in this class? Concerns?