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

**Instructor:** Melissa Belmontes **Office Hours:** T/Th 4-5:00 PM

**Office:** Fell Hall 053 **Phone:** (309) 438-3672

**Email:** mbelmon@ilstu.edu **Section:** 53

**Classroom:** Fell Hall 158 **Meeting time:** T/Th 5-6:15 PM

**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. (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).

**COURSE MATERIALS**

**COM 110 eBook**. You are required to have an eBook for COM 110 as well as proof of its purchase, which will allow you to access additional materials through the Fountainhead Press website that are necessary for the completion of the course. Upon presenting proof of eBook purchase to your instructor, you will be given information on how to access these materials. You may purchase ebook access directly from Fountainhead Press 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 034**

**Monday—Thursday 9:00 a.m.-6:00 p.m.**

**Friday—9:00 a.m.-3:00 p.m.**

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

Communication as Critical Inquiry (COM 110) seeks to improve students’ abilities to express themselves and to listen to others in a variety of communication settings. Effective oral communication is viewed as an essential life skill that every person must possess to function in today’s society. The course emphasizes participation in a variety of communication processes to develop, reinforce, and evaluate communication skills appropriate for public, small group, and interpersonal settings. The course content and experiences will enable students to assume their responsibilities as speaker-listener-critic in a culturally diverse world. In short, the course is designed to make students competent, ethical, critical, confident, and information literate communicators.

*COM 110 addresses the following General Education outcomes:*

II. Intellectual and practical skills, allowing students to

a. Make informed judgments

b. Report information effectively and responsibly

c. 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*

b. 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.

**ASSIGNMENTS**

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

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

a. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)

b. Group presentation (25-30 minutes depending on the number of members, each member must speak at least 5 minutes consecutively, at least 10 sources must be cited in the presentation and in the references)

c. Persuasive speech (5-7 minutes, no more than 7:30; at least 3 new sources in addition to sources used in the group speech must be cited in the presentation and in the references)

**All three speeches must be completed to pass the course.** Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and references are required for each (a sample will be provided). If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

**Participation:** Each of these counts towards your overall participation grade:

1. **Prepare to Participate:** Your participation grade in this course will, in part, be determined by your completion of “Preparing to Participate” (P2P) assignments. Each is worth 5 points. At the end of the semester, the lowest three scores will be dropped. **P2Ps must be typed and printed prior to class.** In order to receive full credit for a P2P, all answers must be clearly labeled and complete. **Any question that asks you to “list” something must also include a definition or description for that term or concept.**
2. **Participation:** Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential to a positive learning experience. Participation requires more than being present in class; it is a 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. There will be a brief essay, you will need to complete around the completion of class discussing your participation and deciphering what letter grade you should receive. Essays should be no longer than two pages double-spaced.
3. **Workshop Activity Participation:** Workshop days are guided workdays. You will be expected to bring speech materials with you (laptops, books, etc.) and will have a task to complete by the end of class that is specific to material we previously covered in class. These days will involve sharing and receiving feedback on speech components with your classmates, brainstorming, and the chance for in-class, one-on-one help from me on specific speech elements. The product of each workshop day will be turned into me by the end of class for activity points. If you are not prepared for the workshop day, do not engage during work time, or do not turn in a finished product to me, you will not receive the points.

**Papers:** Each paper will be counted towards your overall grade:

1. **Communication Improvement Profile (CIP):** You will analyze your own communication style, strengths, and weaknesses and discuss what your goals and expectations are for your improvement in this course in this short paper. The paper will also discuss a plan of action that you will use to achieve those goals.
2. **Synthesis Paper:** In this paper, you will reflect on your progress over this semester in COM 110. You will identify at least three skills you think you improved on, and three skills you can continue to improve on. If you want to use evidence of your improvement on work throughout the semester, that work must be included. As you will learn in the persuasion unit, evidence is imperative to persuasion. You must provide this evidence and refer to it specifically in persuading me that you have improved.

**EVALUATION:**

Informative Speech 100 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

Group Presentation 100 pts.

Persuasive Speech 100 pts.

Midterm Exam 100 pts.

Final Exam 100 pts.

CIP 30 pts.

Synthesis Paper                40 pts.

P2Ps (5x15) 75 pts.

Workshop Activities 30 pts.

Any Old Bag 10 pts.

Participation 30 pts.

Additional Activities TBA

**Total Points: TBD\***

\*Assignments and point values subject to change

At least 50% of the participation grade will be based on daily speaking opportunities for each student. The combination of the portfolio and participation grade will not exceed 100 pts. without an additional, graded speaking opportunity. Assigned grades for speeches must comprise at least 50% of the overall grade.

The grading scale is a standard ten percentage point scale:

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

**COURSE POLICIES**

**Illinois Articulation Initiative.** The Illinois Articulation Initiative is designed to allow students to transfer course credit between institutions. The IAI requires that all COM 110 students present at least three speaking opportunities that include research and are five minutes, or longer, in duration. Additionally, these presentations and speaking opportunities (participation) must comprise 50% of the overall grade.

**Speech Lab.** You are encouraged to visit the speech lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills. **Five points of extra credit will be available for visiting the speech lab once.**

To schedule time in the speech lab, call 438-4566 or come to Fell 032 and schedule an appointment in person. If you wish to video-record your presentation, please tell the attendant when booking your appointment. Remember to book your appointment early, as there are a great number of students trying to make appointments. You must bring a completed outline to the appointment. **You must also schedule an appointment at least 24 hours before the date you are scheduled to deliver your speech in class, or you will not be able to use the speech lab. If you need to change or cancel your appointment, you will need to call the Speech Lab at 438-4566 or stop by in person (Fell Hall 032) 24 hours in advance. If you fail to cancel your appointment 24 hours in advance you will not be allowed to use the speech lab again.**

**Cheating/Plagiarism.** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**Special Needs.** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

**Mental Health Resources.** Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

**Illinois State University Bereavement Policy.** If a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations.  The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below. Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: <http://policy.illinoisstate.edu/students/2-1-27.shtml>

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

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

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

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

**BEHAVIORAL EXPECTATIONS POLICIES**

**Professional Courtesy**. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Presentation Etiquette.** On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member. 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. We are a support system for each other because public speaking can be a scary proposition. **Therefore, 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, I will deduct 10% from your own speech grade with or without warning. Finally, if you skip a group workshop day, you will lose 10% off your individual group speech score.** Please show up to class and support your classmates because they will do the same for you.

**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)** 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.

**Formal Paper Format.** All papers should be **typed, double space, with Times New Roman 12pt. font**. Extra spacing between paragraphs should be removed. 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.

**Contacting the Instructor.** I expect that 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 Melissa), 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.

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.

**Behavioral Expectation Policy.** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication’s Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

[https://sites.google.com/site/ilstusocstudies/](https://sites.google.com/site/ilstusocstudies/%20)

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. Each 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. **For each research study you participate in, I will award 2 points of extra credit (up to 10 total points).**

**Tentative Fall 2019 Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Ch.** | **Material Covered** | **Assignment Due** |
| **1** | Aug. 20 | T |  | Syllabus Review *Assign Any Old Bag Speech* | **Read Syllabus** |
| Aug. 22 | Th |  | **Any Old Bag Speeches***Assign CIP Paper* | **Signed Contract Due** |
| **2** | Aug. 27 | T | 1 & 2 | Introduction to CommunicationCommunication Confidence | **Ch. 1 & 2 P2Ps** |
| Aug. 29 | Th | 3 & 4 | Ethical CommunicationPerception & Self-Concept*Assign Informative Speech* | **Ch. 3 & 4 P2Ps****CIP Paper Due** |
| **3** | Sept. 3 | T | 5 & 6 | Choosing TopicsAnalyzing You Audience  | **Ch. 5 & 6 P2Ps** |
| Sept. 5 | Th | 7 & 8 | Supporting MaterialOrganizing Ideas | **Ch. 7 & 8 P2Ps** |
| **4** | Sept. 10  | T | 9 & 10 | Analyzing your Audience,Using Appropriate Language | **Ch. 9 & 10 P2Ps** |
| Sept. 12 | Th |  | **Midterm Review** |  |
| **5** | Sept. 17 | T |  | **Midterm Exam (Ch. 1- 10)** |  |
| Sept. 19 | Th | 11 | Using Appropriate Language | **Ch. 11 P2P****Informative Speech Drafts Due** |
| **6** | Sept. 24 | T | 12 & 13 | Designing Presentation Aids Delivering the Presentation | **Ch. 12 & 13 P2Ps** |
| Sept. 26 | Th |  | Informative Speech in Class Workshop | **Bring Laptops** |
| **7** | Oct. 1 | T |  | **Informative Speeches** |  |
| Oct. 3 | Th |  | **Informative Speeches** |  |
| **8** | Oct. 8 | T |  | **Informative Speeches** |  |
| Oct. 10 | Th |  | Group Activity: Animal Survey*Assign Group Speech* |  |
| **9** | Oct. 15 | T | 14 & 15 | Communicating in GroupsListening & Critical Thinking | **Ch. 14 & 15 P2Ps** |
| Oct. 17 | Th |  | Group Speech Researching & Outlining Workshop | **Bring Laptops****Submit Topics on RN by 11:55 PM** |
| **10** | Oct. 22 | T |  | Group Speech in Class Workshop | **Bring Laptops** |
| Oct. 24 | Th |  | **Group Speeches** |  |
| **11** | Oct. 29 | T |  | **Group Speeches** |  |
| Oct. 31 | Th | 16 | Understanding Persuasive Principles *Assign Persuasive Speech* | **Ch. 16 P2P** |
| **12** | Nov. 5 | T | 17 | Building Arguments | **Ch. 17 P2P** |
| Nov. 7 | Th | 17 | Toulmin ModelPersuasive Speech Workshop | **Persuasive Speech Topics Due** |
| **13** | Nov. 12 | T |  | Persuasive Speech Workshop |  |
| Nov. 14 | Th |  | **Persuasive Speeches** |  |
| **14** | Nov. 19 | T |  | **Persuasive Speeches** |  |
| Nov. 21 | Th |  | **Persuasive Speeches** |  |
| **15** | Nov. 26 | T |  | **NO CLASS – FALL BREAK** |  |
| Nov. 28 | Th |  | **NO CLASS – FALL BREAK** |  |
| **16** | Dec. 3 | T | 18 | Using Communication for the Common Good | **Ch. 18 P2P****Synthesis Paper Due** |
| Dec. 5 | Th |  | Final Exam Review  | **Extra Credit Due** |
| **17** | **\*\*\*Final Exam Day (Ch. 11-17) and Date TBA\*\*\*** |

**\*\* *This schedule is tentative and subject to change. However, you will be explicitly notified of any changes to the syllabus. \*\****

**Syllabus Contract**

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

Name (Print): **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Signature: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hometown: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please list any previous public speaking experience, if any.

Please identify that other courses you are taking this semester, along with the days/times.

If you could have dinner with one famous person (dead or alive), who would it be and why?

What are 3 hobbies/extracurricular activities that you enjoy?

Is there anything else that I should know about you?

FAVORITES!

Candy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Movie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Color \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Song/Artist (currently) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* **Please print and fill this out (use the back if necessary) to be turned in on the second day of class \***