

STANDARD POLICIES AND STATEMENTS FOR COMMUNICATION AS CRITICAL INQUIRY (COM 110)

Instructor: Marissa Neradt

Office Hours: Mon 10:30-12:00
(email to schedule other meeting times)

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Section: 110-033

Classroom: Fell Hall 0180

Meeting time: MWF 12:00-12:50pm

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.

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

COURSE MATERIALS

COM 110 Top Hat ebook. You are required to have an eBook for COM 110, which you will access through the interactive platform Top Hat. This platform will allow you to engage with the textbook and complete assignments for the course. You will receive an invitation from Top Hat to register your book with your section of the course. You may purchase ebook access directly from Top Hat or at the bookstores.

Spiral Workbook Purchasing Procedures. Students will purchase the spiral workbook (COM 110 Communication as Critical Inquiry) through the School of Communication online store using a credit, debit, or monetary gift card. The website can be found at the following address:

http://Bit.ly/COM_110

The workbook will be available for the students to pick up in the Communication Resource Center located in the basement of Fell Hall 1-2 business days after the online purchase. Students will need to show their ISU ID card and Resource Center workers will verify they have purchased the book and give it to them at that time.

Communication Resource Center Hours of Operation

1st two weeks' hours: Fell 34

Monday—Thursday 9:00 a.m.-6:00 p.m.

Friday—9:00 a.m.-3:00 p.m.

COMMUNICATION AS CRITICAL INQUIRY (COM 110) COURSE GOALS

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

COM 110 addresses the following General Education outcomes:

II. intellectual and practical skills, allowing students to

- a. make informed judgments
- c. report information effectively and responsibly
- e. deliver purposeful presentations that inform attitudes or behaviors

III. personal and social responsibility, allowing students to

- a. *participate in activities that are both individually life-enriching and socially beneficial to a diverse community*
- c. interact competently in a variety of cultural contexts

IV. integrative and applied learning, allowing students to

- a. identify and solve problems
- b. transfer learning to novel situations
- c. work effectively in teams

Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

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.

Formal Speeches. Each student will present three "formal" speeches:

- A. **Informative (NEWSCAST) 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 (ROAST)** (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 (TED TALK)** (5-7 minutes, no more than 7:30; at least 5 sources 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.

Informal Speeches. Throughout the semester, I will assign mini speeches to practice the skills we are learning in class before you give your formal speeches. I am at liberty to add more to the schedule as I see fit. If you miss a day where these informal speaking opportunities occur, you are unable to make them up.

Quizzes. You will be given quizzes sporadically throughout the semester that will cover all of the chapters in the textbook. You will be responsible for the content covered in class, as well as additional material from the book, should there be any.

Participation (Daily Speaking Opportunities). Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential. It is important that you get these daily speaking opportunities to increase your confidence with your classroom audience. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates.

EVALUATION

Formal Speeches (300)

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

Informal Speeches (40)

Introductory Speech 10 pts.

Acceptance Speech 10 pts.

Perfect Date Speech 10 pts.

Toast 10 pts.

Exams (275)

Midterm 100 pts.

Final 100 pts.

Quizzes 75 pts.

Assignments (200)

Syllabus Contract 10 pts.

CIP Paper 40 pts.

Portfolio 50 pts.

Synthesis Paper 50 pts.

Participation 50 pts.

TOTAL 815 pts.

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. 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.

Student Accommodations. 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>

BEHAVIORAL EXPECTATIONS POLICIES

Attendance:

- A. You are expected to come to class every day prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read; rather, I will synthesize the material into discussions and activities where you will play a large role. You are responsible for all materials distributed in your absence and should ask your peers for notes and other assignment information. Note that excessive absences will affect your participation grade.
- B. If you have a legitimate reason for not being in class, you must tell me as far as possible in advance *by email*. If you are sick, you *must give me a doctor's note the next class that we have in order for your absence to be excused* (the doctor's note must be dated from the day that you are sick or specifically state the day(s) you are to be excused). Only at the

time that you give me your doctor's note will I change your absence to excused and accept your late work.

If you are involved in university activities that will cause you to miss class such as athletics or the debate team, I need a schedule of classes that you will miss and a signed note/email from your coach or sponsor verifying that you are on the team.

Late Work: I do not accept late work. All work is expected on the date it is due. I will work with you if you have a legitimate reason for your absence (determined by me or University distinction) and arrangements have been made with me prior to the class meeting. If you know you are going to be absent, you must give me your homework BEFORE the day that is missed.

Mobile Device/Laptop Policy: Cell phones, tablets, and other electronic devices are NOT allowed to be used during class unless stated—no exceptions. A guiding principle of my teaching philosophy is that classrooms need to be “pro-conversation.” It is my goal and expectation that in this classroom we will learn to listen and respond thoughtfully. Electronic devices are a barrier to achieving these goals. These devices are distracting to your instructor, peers and the learning environment. If you choose to violate this policy, I will ask you to leave for the day. If your phone rings/vibrates or you are texting during someone else's speech, you will lose 10% off your own speech grade. Please also do not record, photograph or disseminate images from the class without approval. Thanks for your understanding!

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. In this class, we use the names and pronouns that people request for themselves, and we avoid racist, sexist, classist, or otherwise abusive language. I also reserve the right to table discussions that I deem spurious, irrelevant, or harmful to other students. Under the umbrella of these constraints, we support free speech and academic freedom, even if it sometimes makes us uncomfortable, *especially* if it sometimes makes us uncomfortable.

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.

Your attendance on speech days is required and is not optional. Failure to attend class on speech days will result in a 10% deduction from your speech PER MISSED SPEECH DAY. Also, if you are late on a speech day, NEVER come into the classroom during a speech. Wait outside until you hear applause and the conclusion of the speech. Walking in during a classmate's speech will result in a 10% deduction from your speech.

*If you miss your assigned speech day, you will receive a 0 on your speech with no opportunity to make up these points. You will still need to **present your speech in the speech lab in order to PASS THE COURSE.***

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.

Paper Etiquette: Every assignment that is turned in will be double spaced, Times New Roman, 12 pt. font, unless otherwise noted. Assignments must be stapled or they will not be accepted. Papers must also contain a title. All assignments must have a proper header in the top left corner and page numbers in the top right corner. The header will be single spaced.

E-mail Policy: Sometimes we can forget how big of an impression our emails make about our identity. Here are some guidelines to follow when emailing professors /professional contacts. If you do not follow these guidelines, I will ask you to review this policy and revise your message.

-Write a subject line that applies to your message

-Use a greeting- "Hello Miss/Mr./Ms./etc. [----]" works well. (Avoid writing "Hey..." in professional relationships.)

-Make sure that what your writing about has not been answered elsewhere (such as, "Where is your office?")

-Sign your first and last name (Once we have an established relationship you do not need to include your last name.)

-Proofread your message What tone are you conveying? (Appreciative, demanding, entitled, respectful?)

-Is email the best channel or is it face-to-face?

-Think about if you need to write a quick response email

I will check my email at least once every day Monday through Friday. Please do not wait until the last minute to write me an email about something as I may not receive it immediately. If you do not receive a response from me within 48 hours, please resend your message.

Other expectations:

- Everything I ask you to do (even stuff you don't like) is intended to help you learn and grow.
- I have attempted to design this course to be accessible to people with a wide range of differing abilities and backgrounds. If you need accommodations for any disability, please *talk to*

me, even if you haven't received formal accommodations for it yet. I will work with the resources on campus to make absolutely certain that you have everything you need to do your best.

- My office is always a safe place for you. So is our classroom. If you ever feel that isn't true, *talk to me*.
- If you tell me that someone is threatening you (on campus, off campus, or online), I will listen to you, I will believe you, and I will help you. *Talk to me*.
- If anything in your life is keeping you from doing your best work in our class, *talk to me*. It can be illness (mental and/or physical). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can't promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me*.

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 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.

Tentative Course Schedule

Week	Date	Day	Ch.	Material Covered	Assignment Due
1	Aug-19	M		Syllabus Review and Introduction (<i>Assign Introductory Speech</i>)	
	Aug-21	W		Introductory Speeches	Introductory Speech Syllabus Contract
	Aug-23	F	1	Introduction to Communication (<i>Assign CIP</i>)	
2	Aug-26	M	3	Ethical Communication	
	Aug-28	W		Ethical Dilemmas & The Transactional Model	In Class Activity – Attendance Required
	Aug-30	F	4	Perception & Self Concept	CIP Paper Due
3	Sep-02	M		NO CLASS - LABOR DAY	
	Sep-04	W	5 & 6	Choosing Topics Analyzing Your Audience	
	Sep-06	F	7	Supporting Material	
4	Sep-9	M	8	Organizing Ideas (<i>Assign Informative Speech</i>)	
	Sep-11	W	9	Outlining the Presentation (<i>Assign Acceptance Speech</i>)	
	Sep-13	F		Informal Speech Day	Acceptance Speech
5	Sep-16	M	10 & 12	Beginning & Ending the Presentation Designing Presentation Aids	Informative Speech Topic Due - Reggienet
	Sep-18	W		Midterm Review	
	Sep-20	F		MIDTERM	
6	Sep-23	M	11	Using Appropriate Language	
	Sep-25	W	2	Communication Apprehension	
	Sep-27	F	13	Delivering the Presentation	
7	Sep 30	M		Informative Speech In-Class Workshop	
	Oct-02	W		Informative Speeches	Final Informative Speech Outline Due
	Oct-04	F		Informative Speeches	
8	Oct-07	M		Informative Speeches	
	Oct-9	W		Informative Speeches	
	Oct-11	F	14	Communicating in Groups (<i>Assign Group Speech</i>)	
	Oct-14	M	15	Listening	

	Oct-16	W		Group in Class Workshop	Group Roles Sheet Due
	Oct-18	F		Group In Class Workshop	Rough Draft Group Outlines due and Practice Group Speech
10	Oct-21	M		Group in Class Workshop	
	Oct-23	W		Group Speeches	Final Group Speech Outlines Due
	Oct-25	F		Group Speeches	
11	Oct-28	M		Group Speeches	
	Oct-30	W	16	Understanding Persuasive Principles (<i>Assign Persuasive Speech</i>)	
	Nov-01	F	17	Toulmin Model	Persuasive Speech Topics Due
12	Nov-04	M	17	Logical Fallacies	
	Nov-06	W	17	Logos, Ethos, Pathos	
	Nov-08	F		Persuasive Activity (<i>Assign Portfolio</i>)	Perfect Date Speech
13	Nov-11	M		Persuasive Workshop Day	
	Nov-13	W		Persuasive Workshop Day (<i>Assign Toasts</i>)	
	Nov-15	F		Persuasive Speeches	Final Persuasive Speech Outlines Due
14	Nov-18	M		Persuasive Speeches	
	Nov-20	W		Persuasive Speeches	
	Nov-22	F		Persuasive Speeches	
	Nov- 26	M		NO CLASSFALL BREAK	
	Nov-28	W			
	Nov-30	F			
16	Dec-02	M	18	Communicating for the Common Good	
	Dec-04	W		Informal Speech Day	Toasts
	Dec-06	F		Final Exam Review	Synthesis Paper Due Portfolios Due
17	FINAL EXAM WEEK - Date & Time To Be Determined				

**** 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 Marissa Neradt's Com 110 and agree to the terms for required coursework and acceptable classroom behavior.

Signature: _____

Name (please print) _____ Date _____

Is there another name/nickname you go by?: _____

Preferred Pronouns (she/her, he/him, they/them, etc.) : _____

Major: _____

What are two goals that you hope to achieve through this course:

1.

2.

Do you have any allergies? Food or otherwise? (In case the class gets some treats ☺)

What can I do to help you be most successful in this class?:

Any subjects we should avoid in class for your comfort? (no explanation necessary, this stays anonymous):

What are you most worried about for this course?

What else I should know about you? Give me at least 3 fun facts!

