

# COM 110: COMMUNICATION AS CRITICAL INQUIRY

## STANDARD POLICIES AND STATEMENTS

ILLINOIS STATE UNIVERSITY

FEL 162 | MW 4:00-5:15pm | Section 50 | Spring '24

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**Office Hours:** MW 2:00-2:45pm (or by appointment)  
**Office:** Fell Hall 048

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## TEXTS

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2018). *Engaging communication*. (Top Hat ebook version). Fountainhead Press.

Simonds, C. J., & Hooker, J. F. (2023). *Communication as critical inquiry: Student workbook*. Stipes Publishing.

## COURSE MATERIALS

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

**Workbook Purchasing Procedures.** Students will purchase the student workbook (Com 110 Communication as Critical Inquiry) from the publisher, Stipes, who will then mail the workbook directly to you. Please order at the following address:

<https://buy.stipes.com/products/isu-com-110-24sp>

The workbook will cost \$39.50 plus tax and shipping. When you order, be sure to include the **billing address** for the credit card you are using and also the **shipping address** for where you want the workbook sent. If you have any issues with this process, please contact the publisher directly at [orders@stipes.com](mailto:orders@stipes.com)

**Course Material Assistance.** If you have concerns about being able to afford the materials for this class, there are several options for you.

- First, talk with your instructor. As early as possible, let your instructor know if the cost of the materials will be a barrier to your success in class. Your instructor will be able to point you to resources that may assist you.
- Check Milner Library. Through Milner Library you can access course materials using their [course reserve](#) service. These materials can be used for two-hour time blocks inside Milner Library. You can also [ask a librarian](#) for assistance with this process.

- Contact your academic advisor. Your [advisor](#) is knowledgeable about your academic goals and will assist you in navigating your academic experience.
- Reach out to the Financial Aid office. Make an appointment with a [financial aid counselor](#) and specifically mention you are seeking help paying for course materials. The Financial Aid office can ensure students are using all forms of available aid and will investigate options for students, such as a [Short-Term Emergency Student Loan](#).

## COURSE DESCRIPTION

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.

## COURSE GOALS

*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 them to
  - a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community (civic knowledge and engagement)
  - b. demonstrate ethical decision making
  - c. demonstrate the ability to think reflectively
  
- IV. integrative and applied learning, allowing students to
  - a. identify and solve problems
  - b. transfer learning to novel situations
  - c. work effectively in teams

## ABOUT ME

### Communicating with Me

**Email Policy:** pls dont email like u txt. Emails should contain a greeting, a specific and spell-checked message, and a closing with your name. All emails should be sent through an [ISU email address](#) and include your class abbreviation, class number, section, and the subject of the email (**Ex: COM 110: Question on Informative Speech**). If you contact me through email, please be patient and allow 24 hours for a response during the week (Monday through Thursday) and 48 hours on weekends (Friday through Sunday).

**Office Hours:** I will be holding office hours on Mondays and Wednesdays from 2:00-2:45pm. During this time, students can come to my office to ask me questions about assignments, seek help, review previous

homework/grades, or even just to visit. If this period does not work for you, I would be more than happy to schedule a meeting time that mutually works for the both of us. I am around for students to ask questions on any assignment and/or offer the opportunity to talk.

### My Promise to You

Communication in this classroom will be open, honest, and often. I will try my best to return your emails within 24 hours during the week and 48 hours on the weekend. I encourage you all to have a healthy balance between school and social life. Following my own advice, I will only be checking emails Monday-Friday until 7pm, and sporadically on the weekends/holidays. Written feedback on assignments will be provided no later than 5 business days. This feedback can be sent either on Canvas or via email, depending on assignment.

Learning can only be facilitated if all participants feel welcome, included, and safe. Therefore, please advise me of any name change and your pronouns (e.g., he/him/his, she/her/hers, they/them/theirs) in any way that you are comfortable with, such as via email, meeting, or in class. I will try my best to learn your preferred name and pronouns as I hope you will learn mine. My classroom is a safe place for all identities to express themselves. Together, we will create and maintain a learning environment in which each and every one of us are respected and treated fairly and equally.

### Teaching Philosophy

Education is empowering. I yearn to build a collaborative, student-centered classroom where I am not only an educator but a co-investigator with the students beside me. In *Pedagogy of the Oppressed*, Paulo Friere writes, “One cannot impose oneself, nor even merely co-exist with one’s students. Solidarity requires true communication...only through communication can human life hold meaning.” I long to help students see themselves as confident creators and communicators - people who have the potential to foster dialogue and speak truth. Learning occurs when students are safe, engaged, and shown the relevancy of class concepts to their daily lives. Fostering and maintaining a positive and open classroom climate can strengthen learning by increasing students’ comfort level to ask questions, participate, and explore deeper into class concepts.

## ASSIGNMENTS

### Speeches

Three main speeches:

- **Informative speech** (p. 38-60 for more details) (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)
  - **Self-evaluation:** You will need to complete a self-evaluation for this speech, meaning that you will need to record your speech and return your evaluation to me.
  - **Peer-evaluation:** You will also need to complete a peer evaluation for one assigned peer.
  - **COM 110 Lab Attendance:** see COM 110 Lab policy under “Course Policies” in the syllabus.
- **Group presentation** (p. 61-80 for more details) (25-35 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)
  - **Group contract:** You will need to complete the group contract for this speech.
- **Persuasive speech** (p. 61-80 for more details) (5-7 minutes, no more than 7:30; at least 6 sources)
  - **Peer-evaluation**

Introduction Speech:

- **Any Old Bag** (p. 91 for more details) (2-3 minutes; You will complete an introductory (ice breaker) speech that will help myself and your other classmates get to know you. You will do this by bringing a special bag with three items that represent you)

**All three main 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 (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.

- **Preparing to Participate (P2Ps) (5 points per chapters/90 total):** Your participation in the course will, in part, be determined by your completion of “Preparing to Participate” (P2P) assignments. Each is worth five points. P2P’s are completed through the TopHat platform.
- **Attendance/Participation Logs (4 points each day/116 total):** You are expected to come to class prepared to discuss course material and participate in activities associated with the readings. I will not lecture over the materials you have read, rather, we will synthesize the material into discussion and activities in which your preparedness will play a large role. You are responsible for all materials distributed in your absence and should *ask your peers for notes and other assignments from missed class periods*. If you are involved in university-sanctioned activities that will cause you to miss class, such as athletics or debate team, you must discuss these planned absences with me ahead of time, so that we may discuss alternative assignments and arrangements. Students should be ready to participate and interact with other classmates during the discussion. At the end of every class period, students will complete and turn in a participation log that states the points they feel they deserve for the class period and their level of participation.

### “Portfolio”

Students will write one paper and one speech towards the “portfolio” in the course. The “portfolio” is a collection of your work in this course over the semester. It will represent your insights, observations, experiences, and reflections that illustrate course content. Detailed assignment guidelines will be provided on Canvas and in your workbook. The final product will consist of your Communication Improvement Profile (CIP), your speeches, evaluations from me, your peers, and yourself and a final synthesis speech.

- **Communication Improvement Profile (CIP) Paper** (p.82-86 for more details): A paper assigned at the beginning of the semester which you will discuss and reflect on your own communication habits and determine three specific communication improvement goals for the semester.
- **Synthesis Speech (p.88-90):** You will complete a final speech that discusses how your communication has changed throughout the semester. You will use your previous assignments as evidence for how your communication has changed throughout the semester.

### Other Assignments

- **Creating a Search Strategy** (p.33-34 for more details): You will complete a worksheet that will help you find sources for your informative speech.
- **Choosing Search Tools/Sources** (p.50 for more details): You will complete a worksheet that will help you evaluate sources for your group speech.

- **Annotated Bibliography** (p.81 for more details): You will learn about and create an annotated bibliography for your persuasive speech.
- **Syllabus Contract** (p.3 of the workbook): You will need to complete the syllabus contract to show that you understand and agree to the policies outlined in the syllabus.
- **Group Contract** (p.46-49 of the workbook): You will need to complete a group contract that outlines the rules and stipulations within your group.
- **COM 110 Lab Attendance:** You will need to attend the COM 110 Lab once before your Informative Speech. Proper documentation will need to be provided in order to receive credit.

## EVALUATION

Category	Assignment	Point Value
Speeches	Any Old Bag Speech	10
Speeches	Informative Speech	100
Speeches	Group Speech	100
Speeches	Persuasive Speech	100
Self/Peer Evals	Informative (Self)	2
Self/Peer Evals	Informative (Peer)	3
Self/Peer Evals	Persuasive (Peer Eval)	5
Portfolio	CIP Paper	32
Portfolio	Synthesis Presentation (speech pts)	25
Participation	P2Ps	90
Participation	Attendance/Participation Log	116
Other Assignments	Creating a Search Strategy	8
Other Assignments	Choosing Search Tools/Sources	8
Other Assignments	Annotated Bibliography	8
Other Assignments	Syllabus Contract	10
Other Assignments	Group Contract	5
Other Assignments	COM 110 Lab Attendance	10

Out of 632

At least 50% of the participation grade will be based on daily speaking opportunities (participation in class) 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%-89.9% = B; 70%-79.9% = C; 60-69.9% = D; below 60% = F

## COURSE POLICIES

**Illinois Articulation Initiative (C2900: Oral Communication)** 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 at least 50% of the overall grade.

### Attendance

- You are expected to be in class every day. There will be frequent in-class participation points that

you will not be able to make up, so skipping class will affect your grade directly in loss of participation points and indirectly in the loss of explanation of concepts that you will need to apply in assignments later. If you are absent on a speech day, you will have 10% deducted from your own speech. If you interrupt another student's speech by walking in late while they are presenting you will lose an automatic 10 points off your speech grade.

- There are three reasons for excused absences approved by Illinois State: University-sponsored activities (such as athletics or forensics), bereavement (see policy below), and communicable diseases (also see policy on COVID below). If you have a legitimate reason for not being in class, you must tell me as far as possible in advance through email and provide documentation. If you are involved in university activities that will cause you to miss class such as athletics or the forensics team, I need a schedule of classes that you will miss and a note from your coach or sponsor verifying that you are on the team.
- **ABSENCE DUE TO COVID:** If you are absent due to a required self-isolation or quarantine, you will need to provide documentation to the Dean of Students Office for your absence to be excused. The Dean of Students Office will notify your instructors, and they will make reasonable modifications/extensions to any assignments missed during this time. The full policy can be found at this link:  
<https://policy.illinoisstate.edu/students/2-1-30.shtml>
- If you talk to me in advance about missing or have an emergency that you let me know about with proper documentation as soon as possible, I will make sure that you are able to turn in assignments for full credit. However, if you don't attend or haven't completed your P2Ps you are not able to participate in class. My job is to prepare students for work after college, and part of that is holding them accountable for attendance because there is no employer that will keep workers that miss work on a consistent basis. I EXPECT THE SAME LEVEL OF PROFESSIONALISM FROM YOU THAT YOU WOULD GIVE TO AN EMPLOYER.
- **Tardiness:** If you arrive 10 minutes or later than the start of class I reserve the right to mark you absent. If you are late three times, you will have to write a one-page paper detailing why you can't make it here on time. If you feel you have a legitimate reason that will keep you from being on time, please discuss it with me during the first week of class.

**Com 110 Lab.** You are encouraged and required to visit the Com 110 lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the Com 110 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 Com 110 lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule time in the Com 110 lab, call (309) 438-4566 or come to Fell 032 and schedule an appointment in person. **You can only make an appointment during Com 110 lab open hours over the phone or 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 Com 110 lab. If you need to change or cancel your appointment, you will need to call the Com 110 lab at (309) 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 Com 110 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.

**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](http://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](http://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>

**Late Assignment Policy.** Assignments must be turned in by the date listed in the Course Schedule or otherwise specified. I do not accept late work. Assignments must be turned in through Canvas, hard copy, or TopHat if requested. If an extension is needed on an assignment due to an excused absence, please discuss these issues with me *prior* to the due date, with as much notice as possible and proper documentation. I want to help you in any way possible, but I will not accept less than your best effort. Like most instructors, I am more than understanding if you keep me informed, so let me know right away if you encounter any problems. In other words, *communicate with me!*

**Native Land Acknowledgement.** Illinois State University was built on the land of multiple native nations. These lands were the traditional birthright of Indigenous people who were forcibly removed and have faced centuries of struggle for survival and identity in the wake of dispossession and displacement. We would like to acknowledge that our campus sits on the lands that were once home to the Illini, Peoria and the Myaamia, and later due to colonial encroachment and displacement to the Fox, Potawatomi, Sauk, Shawnee, Winnebago, Ioway, Mascouten, Piankashaw, Wea, and Kickapoo Nations. We also express honor to those Indigenous people who we may have excluded in this acknowledgement due to erasure and historical inaccuracy.

## 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, 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.

**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.

**Hate Speech.** In order to foster a safe and comfortable learning environment, I ask that you refrain from using racist, sexist, homophobic, or other negative language intended to exclude members of our campus community and/or classroom. I expect all communications in this class to remain respectful and considerate of the rights, opportunities, and welfare of students, faculty, and staff. Violations of this expectation will most likely result in an open constructive class discussion or a one-on-one discussion with me outside of class. If you are reading this, email me your favorite hobby. If you do not have a hobby, email me your favorite music genre to earn 2 points of extra credit; must be done before the first day of class!

## SCHOOL OF COMMUNICATION RESEARCH BOARD 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 Board. The Research Board is updated as research studies are opened/closed, and it is your responsibility to access the Board and be aware of available opportunities. The Research Board 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 Board 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 Board. A maximum of 5% of your final course grade can be earned from extra credit opportunities via the Research Board. 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.

### SCHEDULE FOR COM 110: COMMUNICATION AS CRITICAL INQUIRY

Week	Date	Day	CH.	Material Covered	Assignment Due
1	1-17	W		Syllabus Review and Introduction <i>(Assign introduction speech)</i>	
2	1-22	M	1	Introduction (Any Old Bag) Speech Introduction to Communication <i>(Assign CIP Paper)</i>	<b>Introduction (Any Old Bag) Speech</b> <b>Decorated Folder</b> <b>Ch.1 P2P</b>
	1-24	W	2/3	Communication Confidence Ethical Communication	<b>Ch.2 P2P</b> <b>Ch.3 P2P</b> <b>Syllabus Contract</b>
3	1-29	M	4	Ethical Communication continued (if needed) Perception & Self-Concept	<b>CIP Paper Due</b> <b>Ch.4 P2P</b>
	1-31	W	5/6	Choosing Topics <i>(Assign Informative Speech)</i> Analyzing Your Audience	<b>Ch.5 P2P</b> <b>Ch.6 P2P</b>
4	2-05	M	6/7	Analyzing Your Audience continued (if needed) Locating and Incorporating Supporting material/APA style <i>(Assign Creating a Search Strategy – p. 33 in Workbook)</i>	<b>Ch.7 P2P</b>
	2-07	W	8/9	Organizing Ideas Outlining the Presentation	<b>Ch.8 P2P</b> <b>Ch.9 P2P</b> <b>Informative Topics</b> <b>Creating a Search Strategy Due Friday</b>

5	2-12	M	10/11	Beginning and Ending the Presentation Using Appropriate Language	<b>Ch.10 P2P</b> <b>Ch.11 P2P</b>
	2-14	W	11/13	Using Appropriate Language continued (if needed) Delivering the Presentation	<b>Ch.13 P2P</b>
6	2-19	M		Evaluating Informative Speeches Workshop	<b>Informative Rough Draft Due</b>
	2-21	W		Informative Speech In-Class Workshop -Review requirements for speech	<b>Informative Speech Rubric</b>
7	2-26	M		<b>Informative Speeches</b>	<b>Final Outline Due at Beginning of Class</b>
	2-28	W		<b>Informative Speeches</b>	
8	3-04	M	14	<b>Informative Speeches</b> Communicating in Groups <i>(Assign Group Speech)</i>	<b>Ch. 14 P2P</b> <b>COM 110 Lab Feedback Form Due End of Class</b>
	3-06	W	12	Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i>  Designing Presentation Aids -Create group contracts -Brainstorm group topics -Choosing search tools and sources	<b>Ch. 12 P2P</b> <b>Informative Self/Peer Evals</b> <b>Group Contracts Due at End of Class</b>  <b>Finalize and Turn in Group Topics due Thursday</b> <b>Choosing Search Tools and Sources due Friday</b>
9	3-11	M		SPRING BREAK – NO CLASS	
	3-13	W		SPRING BREAK – NO CLASS	
10	3-18	M	15	Listening	<b>Ch. 15 P2P</b>
	3-20	W		Group Presentation In-Class Workshop	<b>Group Rough Draft Outline Due at End of Class</b>

				<i>(Bring laptops and speech materials – sit with groups)</i> -Work on rough draft outline	
11	3-25	M		Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Revise outlines -Practice speech	<b>Revisions/Practice</b>
	3-27	W		Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Finish final outlines -Practice speech	<b>Group Rough Draft Check-In Due End of Class</b>
12	4-01	M		<b>Group Presentations</b>	<b>Final Outline Due at Beginning of Class</b>
	4-03	W		COMMUNICATION CONFERENCE – NO CLASS	
13	4-08	M	16	<b>Group Presentations</b> Understanding Persuasive Principles <i>(Assign Persuasive Speech)</i>	<b>Ch.16 P2P</b>
	4-10	W	17	Building Arguments Toulmin Model Ethos, Pathos, Logos <i>(Assign Annotated Bibliography – p. 81 in Workbook)</i>	<b>Ch.17 P2P</b> <b>Confidential Group Peer-Evaluations</b> <b>Persuasive Topics Due Thursday</b>
14	4-15	M	17	Fallacies Persuasive Presentation In-Class Workshop <i>(Bring Laptops and Speech Materials)</i> -Work on Annotated Bibliography	<b>Annotated Bibliography Due</b>

	4-17	W	18	Using Communication for The Common Good Persuasive Presentation In-Class Workshop <i>(Bring Laptops and Speech Materials)</i> -Work on rough draft outline	<b>Ch.18 P2P</b> <b>Persuasive Rough Draft Due</b>
15	4-22	M		Persuasive Presentation In-Class Workshop <i>(Bring Laptops and Speech Materials)</i> -Complete final outline draft	<b>Persuasive Speech Rubric</b>
	4-24	W		<b>Persuasive Presentations</b>	<b>Final Persuasive Outline Due at Beginning of Class</b>
16	4-29	M		<b>Persuasive Presentations</b>	
	5-01	W		<b>Persuasive Presentations</b> <i>(Assign Synthesis Speech)</i>	

**FINAL EXAM TIME – Synthesis Speeches**

*\*\*This schedule is tentative and subject to change – you will be notified of any/all changes\*\**