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

**Instructor:** Micailah Nobles **Office Hours:** W 9:00am -10:30am

**Office:** Rm. 48 **(**Basement of Fell**)**  **Phone:** 309-438-3672

**Email:** mlnobl1@ilstu.edu **Section:** 049

**Classroom:** Fell 123  **Meeting time:** M/W 4:00 PM- 5:15 PM

**I. 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).

**II. 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**III. 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.

**IV. 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** (**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 (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.*

**Informal Speeches.** 9 times this semester, you will participate in an informal speaking activity. Each of these informal speeches will be graded *solely for participation points,* but you will be given feedback on your delivery. This will help to improve your speaking skills and be more comfortable for you “formal speeches.”

**Discussion Leading.** Within groups, you will be asked to lead a class discussion about the assigned chapters. I will give you initial questions to ask your peers, but you will need to include *other (3-5) insightful questions* and at least one *pop culture* example that relates to the text. Essentially, you need to become the ‘expert’ on the reading for that day to effectively lead the class in a 30-50 min discussion of the content. Your discussion leading will be graded on two factors, 1) Did you show me that you understand the content (Were you knowledgeable on the text? Do your examples make sense?) and 2) Did you ask insightful questions that involved the whole class in discussion?

The dates of your group discussion leading will be posted shortly. If you are absent or non-participatory on the day your group leads discussion, you will be given a **0** with no opportunity to make up the assignment.

**Participation (Discussion Speaking Opportunities).** Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential. It is important that you get these discussion 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. On days that you are not leading the discussion, you will be given a participation grade based on your engagement in the class discussion. Participation will be assessed using a participation sheet. Remember, you will have to lead the class discussion at some point and would appreciate participation from your audience members.

If you are absent, on your phone, or unengaged in the discussion, you will be given a **0** with no opportunity to make up these points.

**Portfolio.** At the end of the semester you will be asked to compile a project showcasing your growth throughout the semester. This means that *you should keep all materials returned to you throughout the semester.* More details on this assignment will be shared towards the end of the semester.

**V. EVALUATION**

Exams

 Midterm Exam 100pts.

 Final Exam 100pts

Formal Speeches

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

 Informal Speaking Activities

 Introductory Speech 10 pts.

 Interview as Bio. 10 pts.

 Deliver Teleprompter Speech 10 pts.

Newscast with Notecards 10 pts.

 Deliver Intro/Conclusion 10 pts.

 Group Practice Roasts 10 pts.

 Unpopular Opinion 10 pts.

 Delivery Workshop 10 pts.

Toast 10 pts.

 Discussion

 Leading 25 pts.

 Participating 5 pts./7 days = 35 pts.

Portfolio 50 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

**VI. 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.

**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).

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 and Inclusion.** As an attendee of Illinois State University, it is imperative that you seek to foster a safe and comfortable learning environment for all whom may call ISU home. Think of my class as a safe-space, because that is what this class, under my instruction, will be. I ask that you refrain from using racist, sexist, homophobic, transphobic or other negative language intended to exclude members of our campus community and/or classroom while being under my jurisdiction. I expect all communications in this class to remain respectful and considerate of the rights, opportunities, and welfare of your fellow classmates, faculty, and staff. Violations of this expectation will most likely result in an open constructive in-class discussion or a one-on-one discussion with me outside of class. Additionally, if anyone or any action violates this clause, I will provide a verbal and nonverbal cue to pause and redirect the conversation.

**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

**VII. BEHAVIORAL EXPECTATIONS POLICIES**

**Attendance.**

**A.** You are expected to come to class prepared to discuss 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 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 I do not distinguish between excused and unexcused absences. I will not accept any make up work from the days missed, including speeches/exams, unless handed in early.** However, at the end of the semester *I will drop your lowest Informal Speaking Activity grade (10pts.) and your lowest Discussion Participation grade (5pts.)*. (Basically, you can miss two days – a whole week- with no questions asked).

**B.** If you are involved in university sanctioned activities that will cause you to miss class such as athletics or 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 and will be absent. These absences will not be marked against you and we will work together to find an alternative assignment.

**Cell Phones.** I understand the need to have cell phones at our disposal at all times. I don’t mind having cell phones out and/or on your desk during class, so long as they are not a distraction to yourself or your classmates. I reserve the right to revoke cell phone privileges should I feel they are inhibiting a proper classroom experience. If I call it out, know that it’s a distraction and put it away quietly, please.

**Recording of Class and/or Lectures Statement**

**Permission required to record**

Students must obtain written permission from the instructor if they wish either to photograph classroom lectures or discussions or to record them using audio or video devices. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class in that semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that semester. Students with disabilities who need to record classroom lectures or discussion must contact Student Access and Accommodation Services to register, request and be approved for accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s code of Student Conduct.

**Laptops:** Laptops are not allowed in class (unless otherwise instructed). If you have done the reading before-hand and come prepared, there should be no need for you to access your e-book during class. I will have my copy of our textbook and any referencing can be done through my book, just ask.

**Late Work:** *I do not accept late work.* See above attendance policy for more details about absences.

**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.

**Contacting the Instructor:** Please do not email like you text. 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. If you send an email that has incorrect formatting, I will take longer to reply. If you contact me through email, please be patient and allow 24 hours for a response during the week (Mon-Thurs) and 48 hours on weekends (Fri-Sun).

**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.

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.*** It is inconsiderate to arrive late during a presentation and a **late arrival** on a speech day will result in a 5% deduction from your speech grade. Also, if you are late on a speech day, **NEVER** come into the classroom during a speech. Wait outside until you hear applause. Walking in during a classmate’s speech will result in an additional 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.

**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 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.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Activity in Class** | **Assignment Due for Class** |
| 1 | M 8/19 | Syllabus | Syllabus Review and Introduction (Pronoun check) (*Assign Introductory Speech)* |  |
|  | W 8/22 |  | **Introductory Speeches & Interview Group Activity** | Introductory SpeechSyllabus Contract |
| 2 | M 8/26 | Communication Process & Self-concept | Discussion (Micailah Leads) | Read Ch. 1 & 4 |
|  | W 8/28 | ApprehensionChoosing a Topic/ Audience Analysis | **Lecture and Apprehension Activity**  | Read Ch. 2, 5 and 6 |
| 3 | M 9/2 | Labor Day | *No class meeting* | N/A |
|  | W 9/4 | Ethics/Supporting Material | **Deliver Teleprompter Speech**  | Read Ch. 3 & 7  |
| 4 | M 9/9 | Organizing/Outlining | Discussion (Jazz Group)  | Read Ch. 8 & 9 |
|  | W 9/11 | Speaking Outlines/Intros & Conclusions | **Newscast with Note Cards** | Revised NewscastRead Ch. 10 |
| 5 | M 9/16 | Delivery | Discussion (R&B Group) | Read Ch. 12 & 13 |
|  | W 9/18 |  | **Deliver Own Newscast Intro/Conclusions** | Intro/Conclusion News Broadcast |
| 6 | M 9/23 | Citing???? Yes, Citing!!!! | APA | Bring 3 sources Bring Laptops |
|  | W 9/25 |  | Workshop Day | Bring Laptops |
| 7 | M 9/30 | SPEECHES | **Newscast Speech** (Informative Speech) | Turn in Speech Materials  |
|  | W 10/2 | SPEECHES | **Newscasts Speech** (Informative Speech) |  |
| 8 | M 10/7 |  | Feedback Workshop/Midterm Review |  |
|  | W 10/9 |  | Midterm |  |
| 9 | M 10/14 | Communicating in Groups | Discussion (Hip-Hop Group) | Read Ch. 11 & 14 |
|  | R 10/16 | Overcoming Group Challenges | **Group Article Debates**  | Read Ch. 15 |
| 10 | M 10/21 |  | Workshop Day |  |
|  | W 10/23 |  | Workshop Day (Group Delivery Activity) |  |
| 11 | M 10/28 | SPEECHES | **Group Roast** (Group Speech) | Turn in Speech Materials |
|  | W 10/30 | SPEECHES | **Group Roast** (Group Speech) | Turn in Speech Materials |
| 12 | M 11/4 | Fact, Value, Policy | Discussion (Micailah Leads) | Read Ch. 16 |
|  | W 11/6 | Toulmin | **Unpopular Opinion Speech** | Unpopular Opinion Speech |
| 13 | M 11/11 | Ethos, Pathos, Logos/Logical Fallacies | Discussion (Micailah Leads) | Read Ch. 17 |
|  | W 11/13 | In-Class Workshop  | **Delivery Coaching**/Workshop Day | Bring Laptops |
| 14 | M 11/18 | SPEECHES | **Thank you for coming to my Ted Talk** (Persuasive Speech) | Turn in Speech Materials |
|  | W 11/20 | SPEECHES | **Thank you for coming to my Ted Talk** (Persuasive Speech) |  |
| 15 | M 11/25 |  | Thanksgiving Break |  |
|  | W 11/27 |  | Thanksgiving Break |  |
| 16 | M 12/2 |  | Digital Citizenship/Exam Review | Read Ch. 18  |
|  | W 12/4 |  | **Toasts** | ToastPortfolio Due |
|  | TBA |  | Final Exam  |  |

**\*\* *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 Micailah Nobles’ COM 110 class and agree to the terms for required coursework and acceptable classroom behavior.

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

Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hometown/ State/Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list any previous public speaking experience, if any:

What are your career interests?

List your top three favorite hobbies:

1.

2.

3.

What are you looking forward to this semester? (Your answer doesn’t have to be COM 110 specific, though COM 110 answers are preferred)

In what ways do you learn best/ what is something you would like me to know?