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

**Fall 2019**

**Instructor:** Rachel Kobus

**Office Hours:** Tentative MW, 12-1 p.m. (must email at least one hour in advance), and by arrangements

**Office:** Alumni Center, Suite 120A/by arrangements on campus

**Phone:** 309-438-5633

**Email:** [rkobus@ilstu.edu](mailto:rkobus@ilstu.edu) (Start subject line with COM 110)

**Section:** 75

**Classroom:** Fell 158

**Meeting time:** W 6:30-9:20 p.m.

**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. **Please look for additional emails from your instructor and Top Hat.**

**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.

**MY APPROACH:**

I am here because I want to be here. I, as your instructor, want to promote an environment where we can have fun learning. That environment cannot be accomplished without the full participation of EVERYONE in the classroom. I like to bring real-world (and fake-world) examples in and have us relate these to class concepts. Grades are earned and awarded based on effort and product. This is college and you will find yourself challenged to rise to that level of learning.

I would be doing both of us (and future generations) a disservice if I did not ask and require your full potential. In class activities are essential to this process. Know that I am here to listen, to answer questions (to the best of my ability), and to give help in and out of class. The great thing about college is that we (myself included) are in an environment of constant learning and because of each other, we can better ourselves every day!

**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.**

**I will also give five points of extra credit for ONE speech of your choosing if you visit the speech lab. You must submit proof that you attended and received feedback from the lab to receive the extra credit.**

**SPEECH LAB HOURS**

**Office Number: 309-438-4566**

**MONDAY 9:00 A.M. –6:00 P.M.**

**TUESDAY 9:00 A.M. – 3:00 P.M.**

**5:00 P.M. – 7:00 P.M.**

**WEDNESDAY 9:00 A.M. – 6:00 P.M.**

**THURSDAY 9:00 A.M. – 6:00 P.M.**

**FRIDAY CLOSED**

**ATTENDANCE/TARDINESS:** Regular attendance is expected. Attendance will be taken during each class session. Be on time. When individuals arrive late to class they disrupt learning and show disrespect to their classmates and the instructor. Being absent or late will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up. Excessive absences or tardiness will affect your grade in this class**.** You are always responsible for all material distributed in your absence. Also note any/all materials are handed out or emailed only once. If you are not in class to receive them (or delete/lose them), you should obtain the information from a fellow student.

An absence can only be excused if you contact me in advance with a legitimate reason for being absent (i.e., religious holidays, family emergencies, University sanctioned events, extended illness) and sufficient documentation is provided if necessary. I will not excuse absences if you do not get in touch with me within a week of the absence nor will I accept notes after one month from the absence or after the final exam period.

**PARTICIPATION**: Because this is a skills-based, developmental course, participation is essential. Your success in this course depends on your active engagement with the material and your classmates. 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 your peers. I will not lecture over the materials read; but rather, synthesize the material into discussions and activities, of which students will play a large role. **For every class you miss, you will deduct two (2) points from your overall participation score.**

**ASSIGNMENT DUE DATES:** **I WILL NOT ACCEPT LATE WORK.** All assignments must be completed and submitted by the due date. If you are unprepared to turn in an assignment, unprepared to deliver a speech on your assigned day or do not come to class on an exam day, you will receive a ZERO for that assignment unless an alternate due date has been previously approved and documentation has been provided for extreme circumstances. Please note that you will still need to complete the assignment or speech even if it is not turned in on time.Further, technical problems such as power outages, downed systems, malfunctioning printers, or email glitches are not legitimate excuses for late or missing work. Always make a backup copy of your work (and carry it with you on the due date) and make use of University computer labs if necessary. **Please note: it is not my responsibility to track down your late or missing work.** You must take responsibility and ownership of your assignments.

I understand that students may view this policy as harsh. Rather, look at this policy from a professional standpoint. When you are in your future career and your supervisor sets a deadline for a task to be completed, there too will be no wiggle room for deadlines. By adhering to this policy now, you are only setting yourself up for success in the future.

**BEHAVIORAL EXPECTATIONS POLICIES AND PROCEDURES:**

*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, Snapchatting, Instagramming (you get the idea), or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period, forfeiting participation for the day. **Also, please turn off all cell phones, iPods, laptops, etc. before coming to class and keep all electronic devices in your bag during class time.** While it should go without saying, professional courtesy extends to the instructor of the course, as well. Should you behave in a disrespectful manner towards the instructor, you will be asked to leave class and will forfeit any attendance/participation for the day.

*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. **All students WILL BE PRESENT ON SPEECH DAYS.** **If you fail to attend class on a speech day, it will result in a 10 point deduction on your own speech.** **If you come late on a speech day, you will have 5 points deducted from your speech grade. If you are caught texting or on any mobile device during speech day, you will have 10 points deducted for each offense.**

*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.

**E-MAIL POLICY:** While I encourage you to email me with questions, don’t let email replace good communication between us. I encourage you to arrange to meet with me in person. If you do email me, please be aware that I will not respond to email after 4:30pm. While a quick response is likely, please keep in mind that I am not always on email, and therefore I will do my best to get back to you within 24 hours on weekdays and 48 hours on weekends. **Note**: **Professionalism in email communication is demanded.** As a student of higher education, it is expected that all communication be of professional quality. When writing your emails, please identify yourself and the class for which you have an inquiry.

**GRADE DISCUSSIONS**:You are welcome to consult with me at any time during the semester about your grade. I am always willing to discuss students’ grades on particular assignments on an individual basis; however, all students must wait at least **48 hours** after an assignment has been returned before asking me questions about his or her assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was earned based on the criteria for that particular assignment. If you disagree with a grade you received on an assignment, you should follow the Evaluation Challenge procedure found in your spiral notebook. All evaluation challenges must be received no later than one week after the assignment in question has been returned. Keep in mind that grade discussions should not take place before, after, or during class for confidentiality reasons. I also cannot communicate with you about grades via email for confidentiality reasons. If you would like to discuss your grade, please make an appointment to meet with me in person.

**ROUGH DRAFTS:** While I am always willing to read through rough drafts of any assignment for this class, all rough drafts must be submitted no later than **one week before the assignment is due**. This allows me to provide you with constructive feedback on the assignment and gives you time to synthesize and incorporate my feedback as well. Any rough drafts submitted less than a week before the assignment is due will not be read, unless previous arrangements have been made with individual students. In this case, I would encourage students to seek assistance from the Visor Academic Center (012 Vrooman Hall, 309-438-7100).

**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

**ASSIGNMENTS**

**Exams/Unit Quizzes.** There will be five small quizzes, a midterm exam and a final exam. These 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 4 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.

**Typed hard copies of outlines and references are required** for each speech and are to be turned in prior to presenting.

**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**

Remember, I don’t give grades – you earn the grades you receive!

|  |  |
| --- | --- |
| **Speeches** |  |
| Informative Speech | 100 pts. |
| Group Speech | 100 pts. |
| Persuasive Speech | 100 pts. |
| **Quizzes/Exams** |  |
| Unit Reading Quizzes (5) | 50 pts. (10 pts. per quiz) |
| Midterm Exam | 100 pts. |
| Final Exam | 100 pts. |
| **Assignments** |  |
| Syllabus Contract | 5 pts |
| Introducing…Speech | 10 pts |
| Communication Improvement Profile (CIP) | 25 pts. |
| Informative Speech Topic | 5 pts |
| Persuasive Speech Topic | 5 pts |
| Activities:  *- Includes mini-speeches, self-evaluations, peer-evaluations, additional assignments/activities, etc.* | TBD |
| Participation:  *- Includes attendance, class activities, and discussions* | 30pts |

Note: At least 50% of the participation grade will be based on daily speaking opportunities for each student. The combination of the activities and participation grade will not exceed 100 points 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

In this course, simply doing an assignment does not result in an “A.” Failure to follow directions or meet criteria will result in a loss of points. Students should note the definition of each letter grade:

“A” is reserved for work that is exceptional

“B” is reserved for work that is above average

“C” is reserved for work that is average (meets criteria)

“D” is reserved for work that is below average

“F” is reserved for work that is failing, late or not submitted for evaluation

Please be aware of the fact that a “bad” grade is not a reflection upon you as a person or student. A lower grade is merely a challenge to do better. I would be doing you a huge disservice if I did not expect you to live up to your fullest potential.

**Tentative Course Schedule**

**(aka The work)**

Review and refer to the rest of this document carefully. It’s your job to know this stuff, so if something is unclear, please ask for clarification. This is subject to change at any time. Additional assignments are not included.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Date | Ch. | Material Covered | | Assignments Due |
| 1 | Aug. 21 | 1 2  3 | Syllabus Review Introduction to Communication  Communication Confidence  Ethical Communication *Assign Introducing…Speech p. 107*  *Assign CIP p. 90-93* | | **Syllabus Contract Get the spiral!** |
| 2 | Aug. 28 | 4  5 | Perception & Self-Concept  Choosing Topics  *Assign Informative Speech* | | **Introducing…Speeches CIP Paper**  **Info speech topics (DUE Friday, Aug. 30 by Noon)** |
| 3 | Sept. 4 | 6  7  11 | Analyzing Your Audience Supporting Material  Using Appropriate Language  Spiral pp. 41-44; 112 | | **Quiz 1 (Ch 1-4)  Bring Spirals!** |
| 4 | Sept. 11 | 8 9 10 | Organizing Ideas Outlining the Presentation  Beginning & Ending… | | **Quiz 2A (Ch 5,6,7,11)** |
| 5 | Sept. 18 | 12 | Presentation Aids  Info Speech In-Class Workshop | | **Bring Laptops**  **Reference Lists** |
| 6 | Sept. 25 | 13 | Delivering the Presentation  Evaluating Speeches  Info Speech Tips | | **Bring Spirals!** |
| 7 | Oct. 2 |  | **Informative Speeches**  Review for Midterm is time allows | | **Quiz 2B Quiz (Ch. 8-10,12,13)**  **Info Final Outlines**  **Peer Evaluations** |
| 8 | Oct. 9 |  | ***MIDTERM***  ***Assign Group Speech*** | | **Group Topic (Due Friday, October 11 at Noon)** |
| 9 | Oct. 16 | 14  15 | Communicating in Groups  Managing Conflict Listening & Critical Thinking | |  |
| 10 | Oct. 23 |  | In-Class Group Workshop Time  ***Assign Persuasive Speech*** | | **Bring Laptops** |
| 11 | Oct. 30 |  | **Group Speeches** | | **Quiz 3 (Ch. 14, 15, Conflict)**  **Group Speech Final Outlines**  **Group Evaluations** |
| 12 | Nov. 6 | 16  17 | Understanding Persuasive Principles  Fact, Value, Policy Toulmin’s Model  Ethos, Pathos, Logos | | **Persuasive Speech Topics** |
| 13 | Nov. 13 | 17 | Reasoning/Fallacies  Ad Activity  *Assign 30-second pitch* | | **Bring Laptops** |
| 14 | Nov. 20 |  | **Persuasive Speeches** | | **Persuasive Speech Final Outlines**  **Peer Evaluations** |
| 15 | Nov. 27 |  | **NO CLASS-Happy Thanksgiving Break!** | |  |
| 16 | Dec. 4 | 18 | 30 second pitches  Using Communication for the Common Good  Final Exam Review | | **Synthesis Worksheet**  **Quiz 4 (16,17)** |
| 17 | **FINAL EXAM WEEK - Date & Time To Be Determined** | | |

**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.

**Optional:**

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

**Syllabus Contract**

I have read the syllabus for *Rachel Kobus*’ Com 110 and agree to the terms for required coursework and acceptable classroom behavior.

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

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

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

Please list any previous public speaking experience, if any:

What are your career interests?

What is one thing about you that might surprise people who don’t know you?

What is your favorite musician/band right now?

What is something you would like your instructor to know?

What are some favorite snacks?