

## COMMUNICATION AS CRITICAL INQUIRY (COM 110)

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<b>Instructor:</b>	Samantha Dunn	<b>Office Hours:</b>	M 9-11; 1-2 (by appointment)
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<b>Email:</b>	sdunn12@ilstu.edu	<b>Section:</b>	02; 05
<b>Classroom:</b>	Fell 180; Fell 162	<b>Meeting time:</b>	MWF 11-11:50; 2-2:50

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### TEXTS

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2018). *Engaging communication*. Southlake, TX: Fountainhead Press.

Wright, A., & Simonds, C. J. (Eds.), (2019). *Communication as critical inquiry: Classroom communication supplementary materials packet*

### 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.**

Wright, A., & Simonds, C. J. (Eds.), (2017). *Communication as critical inquiry: Classroom communication supplementary materials packet*. (e-book, see below)

**Spiral Workbook Purchasing Procedures.** Students will purchase the spiral workbook (COM 110.01 Communication as Critical Inquiry: Classroom Communication for Education Majors) 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\\_110-01](http://Bit.ly/COM_110-01)

The workbook will cost \$33. 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

1<sup>st</sup> two weeks' hours: Fell 34

Monday-Thursday 9-6

Friday 9-3

Closed Labor Day.

#### **Additional Readings** (available on ReggieNet)

Gray, P.L. (2008). Leading classroom activities. In Hugenburg, L. W., Morreale, S., Worley, D. W., Hugenburg, B., & Worley, D. A. (Eds.). *Best practices in the basic communication course: A training manual for instructors*. (pp. 81-90). Dubuque, IA: Kendall-Hunt Publishing Company.

Simonds, C.J., Wright, A. M., & Cooper, P.J., (2019). Leading classroom discussions. In *Communication for teachers and trainers*. Scottsdale, TX: Fountainhead Press.

## 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 in order to function in today's society. The course emphasizes participation in a variety of communication processes in order 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.

Communication Course Objectives:

- 1) Students will become more competent communicators (using knowledge, skill, motivation, and judgment).
- 2) Students will become more critical consumers and producers of ideas and information (using analytical reasoning skills in the reception, collection, and presentation of ideas).
- 3) Students will conduct background research necessary to develop well-informed presentations.
- 4) Students will evaluate the communication skills of others (identifying effective and ineffective aspects of oral presentations).
- 5) Students will become more competent in communicating in small group discussions (articulating and defending their own ideas as well as listening to and considering the ideas of others).
- 6) Students will become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

## 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.

**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](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 or by calling (309) 438-3655.

**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.

**Illinois State University Bereavement Policy.** In the event that 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>

**Cell Phones.** Cell phones, MP3 players, and other electronic devices should must be turned off and stowed, unless otherwise instructed, during class sessions.

**Late Work.** Assignments completed in class (Speeches, Peer Reviews, Tests, Quizzes) *cannot be made up* or late. However, with all other assignments (CIP, Synthesis Paper, Participation Arguments), late work submitted within 24 hours of the due date/time will be reduced by 50%. Any homework submitted after 24-hours will earn a zero.

**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.**

## 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.

## ASSIGNMENTS

**Exams.** Quizzes and Final exam 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) (IPTS: 6E)
  1. Instructor Evaluation Form - Due the day of your speech
  2. Outline with references – **Final Version** due day of your speech
  3. Post-Speech Self Survey – Due before receiving speech evaluation and grade
- B. Group presentation (25-30 minutes, no more than 30:30; at least 10 sources, each member must speak at least 5 minutes consecutively, at least 10 sources must be cited in the presentation and in the references) (IPTS: 5B, 5I, 5K, 5Q, 6E, 6Q, 6R, 8B, 8K, 8L, 8N, 8R)
  1. Instructor Evaluation Form – due day of your speech
  2. **One** collective outline with references – **Final version** due day of your speech
  3. Group Assignment Peer Evaluation Form- Due class period after group gives speech.
- C. Persuasive Presentation (2-4 minute individual speech; 6-8 minute discussion must be cited in the presentation and in the references) (IPTS: 5B, 5I, 5K, 6E, 6S, 8B, 9S)
  1. Instructor Evaluation Form – Due the day of your speech
  2. Outline with references- **Final Version** due day of your speech
  3. Self-Evaluation Form – Due before receiving speech evaluation and grade

**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). You will also be required to submit a preliminary outline to me for comments prior to your presentation date (Day of workshops).

### **Other Notes about Speeches.**

- Speeches cannot exceed time limit by more than 30 seconds. **After 30 seconds speaker will be stopped where he or she is in the speech.**
- Speech topics must be approved by instructor. Approval is defined by student and instructor meeting during office hours or by appointment (not before or after class) to discuss topic. Topics are approved according to a first come, first serve basis. No two students can have the same topic. **Penalty may occur for not having topic approved by due date.**
- **Changing topics:** If you wish you change your topic, than you must also have this approved. If you do not approve a new topic, at least a 10% penalty will be earned.
- Outlines must be submitted in typed, printed form the day of the speech. **Outlines will not be accepted via email.**
- If a student fails to miss assigned speaking day the student will receive a zero on the assignment. **Failure to present a speech is an automatic failure to the course.** (Exception: Extreme Circumstances).
- Any student who is disruptive, on a phone, walks while a speech is in progress, or causes some other form of distraction on student speaking days will be **penalized 10% off individual's speech grade.**
- **Speech Lab:** Student will receive 5 extra credit points for one visit to speech lab. Please refer to Speech Lab section in Course Policies for requirements for visit.

**CIP.** The Communication Improvement Profile (CIP) is a short 2-4 page paper where the student will analyze the individual's communication style, strength, weaknesses, and discuss what goals and expectations should be set in order to improve these areas over the course of the semester. (25 points)

On due date, students should turn in:

1. Grading Criteria and Evaluation Form
2. CIP Template
3. Printed, Typed CIP paper

**Participation Argument.** Because COM 110 is a skills-based, developmental course, participation is essential to a positive learning experience. Participation requires more than being present in class; it is a demonstration of having read and understood the material, asking questions that extend the conversations and thought of the class, contributing relevant examples, and demonstrating respect for contributions and thoughts of classmates. Students will provide a two-page explanation of classroom participation and what the student feels is an appropriated grade. This assignment will be on a form posted on Reggienet. This argument, attendance records, and instructor observations will determine student's participation grade. (50 points each/100 points total)

**Synthesis Paper.** This collection of work will show the student's work and growth throughout the semester. It will represent insights, observations, experiences, reflections, and arguments that illustrate student's participation and growth throughout the semester. (50 points)

On due date, students should turn in:

1. Portfolio Evaluation Form
2. Final Synthesis Paper
3. Synthesis Paper Template

**Peer Evaluation:** during the informative and persuasive speech, students will be asked to peer evaluate their classmates. Completion of each evaluation will be worth 5 pts (20 points total)

**Workshops:** Workshop class periods are not a time to finish the first drafts of the speech, or gather further information on each speech. These class periods are designed to help students enhance language, discuss ideas, organization, and rationalize arguments before presenting. Bringing laptop or mobile devise is encouraged. To earn full credit for attending these class periods, printed outline is required. **Full drafts of outlines are due in class.**

**Other Assignments.** Some assignments may be announced as semester progresses. They may include activities from the book, quizzes, or other forms of classroom participation.

**Email.** Please keep emails professional and concise. Start with a salutation, end with your name and section. Use complete sentences throughout and make your question, concern, comment clear.

**Attendance.** Attendance is tracked and monitored. Please make sure you come to class, prepared to participate. Attendance will factor into *participation argument grade and synthesis paper*. In order to not lose points in these assignments you should not miss more than four times.

**Final note.** Both calendar and syllabus policies are written in good faith. In other words, while the purpose is to prepare a clear cut, set of standards, based on needs of students and university, the calendar, assessments, and policies are tentative and able to change according to those needs.

## **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 Research Credit is worth an additional 0.5% of your total possible final grade in this course. For example, if you participate in a research study that requires you to spend an hour in a lab (i.e., 1 Research Credit), and your course is based on a 1000-point total, your participation would provide 10 points to your final grade. Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. The course instructor 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).**

<b>Assessments:</b>		
	<b>Your Score</b>	<b>Total Points</b>
<b>Tests:</b>		<b>200</b>
Quiz 1		25
Quiz 2		25
Quiz 3		25
Quiz 4		25
Final		100
<b>Speeches:</b>		<b>325</b>
Introduction		25
Instructional		100
Group		100
Persuasive		100
<b>Participation:</b>		<b>100</b>
Participation Argument 1		50
Participation Argument 2		50
<b>Other Assignments</b>		<b>150</b>
CIP		25
Synthesis Portfolio		50
Syllabus Contract		20
Workshops (7)		35 (5 each)
Peer Evaluations		20 (5 each)
<b>Tentative Total</b>		<b>775</b>

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.

**Grade Scale:**

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59-0% F

Final letter grades will be determined using a standard curve (in other words grades will not be shifted at the end of the course—the points earned will be the points which make up the percentage of grades).

<b>Tentative Course Calendar</b>		
<b>Date</b>	<b>Topic of class</b>	<b>Assignment Due</b>
<b>Week 1</b>		
M 8/19	Introduction, Syllabus	Print Syllabus
W 8/21	Introduction Speeches	<b>Introduction Speeches</b>
F 8/23	Discuss CIP, Chapter 1	Chapter 1
<b>Week 2</b>		
M 8/26	Discuss Chapter 2 & 3	Chapter 2 & 3 <b>Syllabus Due</b>
W 8/28	Discuss Chapters 4 & 14	Chapter 4 & 14
F 8/30	Discuss Chapter 15	Chapter 15
<b>Week 3</b>		
M 9/2	<b>Labor Day</b>	<b>No Class</b>
W 9/4	<b>CIP Due</b> ; Discuss Chapters 5 & 6	<b>CIP</b> Chapter 5 & 6
F 9/6	<b>Quiz 1; Topics Due</b>	<b>Topics Due</b> <b>Quiz 1 (1-4; 14-15)</b>
<b>Week 4</b>		
M 9/9	Discuss Chapter 7	Chapter 7
W 9/11	Discuss Chapters 10	Chapters 10
F 9/13	Workshop 1	<b>Introduction Due</b>
<b>Week 5</b>		
M 9/16	Discuss Chapter 8 & 9	Chapter 8 & 9
W 9/18	Discuss Chapter 11	Chapter 11
F 9/20	Workshop 2	<b>Full outline due</b>
<b>Week 6</b>		
M 9/23	Discuss Chapter 13 Methods of Delivery in the classroom (IPTS: 5B)	Chapter 13 <b>Participation Argument 1 Due</b>
W 9/25	Workshop 3	<b>Speaking outline due</b>
F 9/27	Quiz 2; Informative Speeches	<b>Quiz 2 (Ch 5-13)</b> <b>Participation Argument Due</b> See Speech Requirements
<b>Week 7</b>		
M 9/30	Informative Speeches	See Speech Requirements
W 10/2	Informative Speeches	See Speech Requirements
F 10/4	Informative Speeches	See Speech Requirements <b>Peer Evals Due</b>
<b>Week 8</b>		
M 10/7	Library Day; Meet in 6 <sup>th</sup> floor of Milner	
W 10/9	Workshop 4	Lesson Standard Due
F 10/11	Discuss Gray Article	Grey Article
<b>Week 9</b>		
M 10/14	Listening in the classroom	Review Chapter 14 & 15
W 10/16	Workshop 5	<b>Outline Due</b>
F 10/18	Quiz 3	<b>Quiz 3</b>
<b>Week 10</b>		



M 10/21	Group Speeches	See Speech Requirements
W 10/23	Group Speeches	See Speech Requirements
F 10/25	Group Speeches	See Speech Requirements
<b>Week 11</b>		
M 10/28	Group Speech	See Speech Requirements
W 10/30	Discuss Chapter 16	Chapter 16
F 11/1	Topics Due; Chapter 16 continued	<b>Topics Due</b>
<b>Week 12</b>		
M 11/4	Discuss Chapter 17	Chapter 17
W 11/6	<b>Online Class</b>	<b>Introductions Due</b>
F 11/8	<b>Instructor at Conference</b>	<b>No class</b>
<b>Week 13</b>		
M 11/11	Discuss Chapter 17 & 18	Chapters 17 & 18
W 11/13	Workshop 7	<b>Full Outline Due</b>
F 11/15	Discuss Simonds and Cooper Article	Simonds and Cooper article
<b>Thanksgiving Break</b>		
<b>Week 14</b>		
M 11/18	Discuss Chapter 18 (IPTS: 8A, 9E, 9F)	Chapter 18 <b>Quiz 4</b> <b>Synthesis Paper Due</b>
W 11/20	Persuasive Speeches	See Speech Requirements
F 11/22	Persuasive Speeches	See Speech Requirements
<b>Week 15</b>		
M 12/2	Persuasive Speeches	See Speech Requirements
W 12/4	Persuasive Speeches	See Speech Requirements
F 12/6	Persuasive Speeches	See Speech Requirements <b>Peer Evals 3 &amp; 4 Due</b> <b>Participation Argument 2 Due</b>
<b>Week 16</b>		
<b>Date and Time TBA</b>	Final	

## Syllabus Contract

I have read the syllabus for Samantha Dunn's Com 110.01 class and agree to the terms for required coursework and acceptable classroom behavior.

Signature \_\_\_\_\_

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

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### Personal Inventory

Public speaking is about understanding how communication works well. Without understanding the barriers that hinder our success at speaking and the discoveries with aid in our triumphs we cannot make meaningful growth in the course. Therefore, I ask that you fill out the following thoughtfully to help me understand you better and aid in the success of you and others in this class.

1. Please take the public speaking inventory:  
<http://www.jamesmccroskey.com/measures/prca24.htm>      **What is the score?** \_\_\_\_\_

2. Take the Myers-Brigg personality quiz: <https://www.16personalities.com/free-personality-test>

**What personality did it say you have (letters please)?** \_\_\_\_\_

Do you agree with the assessment? Why or why not? \_\_\_\_\_

3. Why did you choose your major? What is it? \_\_\_\_\_

4. What grade would you like to earn in this course? \_\_\_\_\_

5. What are two goals you have in life?

A. \_\_\_\_\_

B. \_\_\_\_\_

6. What are three goals you have for this class? (Look at objectives if you need inspiration)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

7. What are four things that you are passionate about?

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8. What is one quality to describe yourself? \_\_\_\_\_

9. What is one quality you look for in a teacher? \_\_\_\_\_

10. What is something you want your teacher to know about you? \_\_\_\_\_