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

***“There is only one rule for being a good talker- learn to listen.” -Christopher Morley***

**Instructor:** Sarah Hall **Email:**  sghall1@ilstu.edu

**Office:**  Fell Hall 411 **Classroom:** Fell 162

**Office Phone:** (309) 438-3671 **Section:** 060

**Office Hours:** MW 2:30-4 p.m. **Meeting time:** TR 9:35-10:50 a.m.

 TR 1-2 p.m. or by appt.

**Welcome to COM110!**

**Let this syllabus be your reference and guide for our course this semester. You can most likely find answers to your questions in this document.**

**What materials will I use in this course?**

**TEXTBOOKS:**

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).

* **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](https://secure.touchnet.com/C20868_ustores/web/product_detail.jsp?PRODUCTID=719&SINGLESTORE=true)

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.**

**ALSO REQUIRED:**

* A stapler to staple all assignments
* A working ISU email account

**SUGGESTED MATERIALS:**

* Note cards (3”x5”)
* Some mechanism that can record at least 8 minutes of video that can be uploaded to a computer (smartphone, tablet with video capabilities, laptop with web cam, or a friend/classmate with said technology).

**Communication Resource Center Hours of Operation**

**Fell 34**

**1st week and 2nd week**

**Monday-Thursday 9:00 a.m.-6:00 p.m.**

**Friday 9:00 a.m.-3:00 p.m.**

**What are the best ways to reach me?**

**E-mail:** **sghall1@ilstu.edu**

I will strive to respond to emails within 24 hours during the week. I will be unavailable through e-mail on the weekends. For example, if I receive an e-mail late on Friday night, I will not respond until Monday morning. I will only respond to e-mails from ISU accounts.

**Office Hours: Monday/Wednesday from 2:30-4 p.m. and Tuesday/Thursday from 1-2 p.m.**

Please visit me during office hours! I will help with assignments or answer any questions you may have. Drop-in visits are welcome, but I do want to be prepared for any meeting I may have with you if you have something specific you want to discuss. Please just communicate with me! **The one day I do ask that you must make an appointment is on Mondays!**

**What will you learn in this course?**

**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.

**How will we communicate and share course materials during this course?**

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Primarily, we will use ReggieNet. I will place certain assignments, power point presentations,

additional readings, exam reviews, and other materials and resources on Reggie Net. If you are

registered for the course, you are automatically enrolled in Reggie Net. Use of Reggie Net will be

discussed in class, but you can find additional resources can be found [here](https://ctlt.illinoisstate.edu/technology/reggienet/). The [IT Help Desk](https://studentaffairsit.illinoisstate.edu/requesting-help/Help-Desk.php) can

also provide additional assistance. If you have issues with ReggieNet, try using a different

browser.

**What do you need to know about me?**

**My Teaching Philosophy:**

I am your biggest advocate when it comes to your education and success in this course! I want to see you succeed! I believe that being a successful teacher involves much more than communicating information. Teaching is about instilling a passion for learning and creating an open environment for students. I want all of you to feel comfortable in my classroom, which means that it is important to respect one another’s thoughts and opinions. This will allow us to work together as a team. It will also be much easier to work in groups and speak in front of your classmates. My hope is that you will take this class as an opportunity to improve your skills as students as well as grow individually. Trust and respect are critical in this class. You must give respect to get respect.

Communication is key to your success in this class and future careers, so please do not hesitate to contact me as much as you need. I firmly believe that the content of this class is applicable outside of the classroom and will enable you to make a positive impact in your communities. I am your biggest advocate when it comes to learning and growing throughout this process. If we all communicate with one another and come prepared to learn, this class will be fun for all of us.

Please feel free to ask for help in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.) I will bend over backwards to help you, but I cannot read your mind.

**How will you be evaluated in this course?**

The grading scale is a standard ten-percentage point scale:

89.5-100% = A

79.5%-89.4% = B

69.5%-79.4% = C

59.5-69.4% = D

Below 60% = F

Throughout the semester, you will consistently have assignments to work on. I will provide feedback with each assignment. You will also have opportunities to get feedback from me and your peers during class. With each assignment, I will provide a rubric to guide you in understanding how I will assign points. Additionally, you will be evaluated with attendance points and ReggieNet online quizzes. You will be able to track your grade progress through the ReggieNet gradebook, which I will update frequently.

There are both objective and subjective criteria I use when grading your assignments. Objective criteria include following directions using the correct format for your assignments. Subjective criteria include my overall impression based on my experience and how well you perform on the assignment. Both individual and group assignments will be assessed to determine students’ comprehension and demonstration of course material.

Two important things I ask of you:

1. **If you ever have a question about one of your grades, please feel free to speak with me during my office hours (not in class). I am more than willing to hear you out and speak with you in a cordial manner about a grade. I welcome those conversations.**
2. **Please do not wait until the last week of class/week of finals and ask me if you can do extra work to raise your grade or make up points. At that point in time, my answer will be “no”. I will not respond to emails with grade questions at the end of the semester. Communicate with me throughout the semester to ensure that you are doing everything you can to achieve the best grade possible. I do round up from 89.5, 79.5, etc. to the next grade level.**

**ASSIGNMENTS/EXAMS:**

Informative Speech 100 Points

Group Presentation 100 Points

Persuasive Speech 100 Points

Portfolio/Synthesis 40 Points

CIP                             30 Points

Midterm 100 Points

Final Exam 100 Points

**Do I accept late work?**

 **No.**

**The exception: If the work is tied to a previously excused absence.**

**Is plagiarism tolerated?**

 **No.**

**Evidence of plagiarism or cheating will result in an “0” on the assignment and a referral to the Student Conduct and Conflict Resolution office.** [**Academic integrity**](https://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php) **will be handled with seriousness.**

P2Ps (5x17) 85 Points

Participation Paper/Log 100 Points

Interviewer’s Biography 10 Points

Source Evaluation Assignment 15 Points

Additional Activities TBA

**Total Points: TBD**

\*\*Assessments and point values subject to change\*\*

**\*Additional assignments may be assigned during the course**

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.

**ASSIGNMENTS**

**Exams:** There will be a midterm exam and a final exam, each worth 100 points. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities. **The final exam is not cumulative.** The day and time of the final exam will be announced toward the end of the semester.

**Quizzes:** Quizzes may be added throughout the course of the semester if I feel that students are not doing the assigned readings. The format of quizzes will vary from multiple choice, true/false, and open answer.

**Speeches:** Each student will present three formal speeches:

1. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)
	* 1. **Assignment can be found in your spiral workbook.**
			1. With this speech, you are required to turn in:
				1. Instructor Evaluation Form due the day of your speech
				2. Pre-Speech Self-Survey-due the day of your speech
				3. Post-Speech Self-Survey-due next class after your speech
				4. Peer Evaluation Sheets-due the class after you evaluate your peer
				5. Outline with references-final version due the first day of speeches
2. 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.)
	* 1. **Assignment can be found in your spiral workbook.**
			1. With this speech, you are required to turn in:
				1. Instructor Evaluation Form due the day of your speech
				2. Group Assignment Peer Evaluation Form-due next class after your speech
				3. One collective outline with references due the first day of speeches
3. Persuasive speech (5-7 minutes, no more than 7:30; at least 3 new sources in addition to the sources used in the group speech must be cited in the presentation and in the references.)
	* 1. **Assignment can be found in your spiral workbook.**
			1. With this presentation, you are required to turn in:
				1. Instructor Evaluation Form due the day of your speech
				2. Self-Evaluation Form-due the next after your speech
				3. Peer Evaluation Sheets-due the class after you evaluate your peer
				4. Outline with references-final version due the day you speak

*\*Speeches that exceed the time limits by more than 30 seconds will be docked from the “Overall Impression” category (listed on the evaluations in your spiral books) as well as any content that was not covered. Students will be made aware when certain time limits are nearing. I will stop speeches when they reach 30 seconds over the time limit, to ensure every speaker is able to deliver on his/her speech day.*

**\*\*\*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) and are to be turned in prior to presenting. *Speeches cannot be delivered without having turned in a hard copy of the outline*. You will always have the opportunity to submit a preliminary outline to me at least a week prior to your speech date in order to receive feedback. Outlines will **NOT** be accepted through email unless it is a rough draft. If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

If you fail to give your speech on the assigned day (whether because you missed the day or did not have the appropriate materials) you MUST complete that speech in the speech lab for an audience of 3-5 people, have it recorded, then bring the recording to me, in order to pass this course, but will receive **ZERO POINTS** for the assignment. In addition, speeches must be completed within three days except in extreme circumstances, in which case prior arrangements with the instructor will be required.

**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 (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. The use of the speech lab and the return of the form (found in your spiral book) will be worth **3 extra credit points**. It is 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 438-4556 or come to Fell 032 and schedule an appointment in person during speech lab hours of operation. 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.**

**Participation:** Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential. 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. I understand that not all students are as comfortable participating vocally but contributions to discussion will be expected.

**Preparing to Participate Assignments:** Students are expected to complete 17 Preparing to Participate assignments (P2Ps). I will collect 17 P2P’s throughout the semester. The questions that need answering can be found in each chapter of your textbook. These will be due on the day we cover the corresponding chapter. The two lowest scores will be dropped at the end of the semester. However, if there is a violation of academic integrity and a P2P is plagiarized, the P2P will receive a “0” and that score will stay in the gradebook. **Each P2P is worth 5 points.** This assignment must be typed. The knowledge and application sections of each P2P must be completed. \*\***EVEN IF THE QUESTION SAYS “LIST ITEMS” YOU MUST DESCRIBE THE ITEMS IN ORDER FOR YOUR ANSWERS TO BE TAKEN FOR FULL CREDIT.**

**Participation Log and Defense:** You will create a log of daily activities and preparation you have done for each session of class. In your log, you can use examples of your participation and preparation, such as mentioning that you have completed the reading, participated in the class discussion, and involvement outside of class. **Be specific.** I will spot check these logs throughout the semester. At the end of the semester, you will turn in your participation log along with a one-page paper stating an argument justifying what grade you should receive for participation and why. The assignment page and participation log example can be found on ReggieNet.

**Communication Improvement Profile (CIP)**: This is a short paper **(2-4 pages)** in which you will analyze your own communication style, strengths, and weaknesses and discuss what your goals and expectations are for your improvement in this course. The paper will also discuss a plan of action that you will use to achieve those goals. The CIP assignment details can be found in your spiral notebook.

**With your CIP paper you will turn in:**

**1. Grading Criteria and Evaluation Form**

**2.. CIP Template**

**Synthesis Paper:** In this paper **(3-5 pages, double-spaced)**, you will reflect on your progress over this semester in COM 110. Identify at least three skills you think you improved on, and three skills you can continue to improve on. Your speeches will serve as the evidence of the claims you are making and you are to reference them in your paper.

 **With your Synthesis Paper you will turn in:**

**1. Synthesis Paper Grading Criteria and Evaluation Form**

**2. Synthesis Paper Template**

**What is my attendance policy?**

**ATTENDANCE:**

1. You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read; rather, I will synthesize the material into discussions and activities where you will play a large role. Thus, regular attendance is expected. I will grant you 2 absences without penalty, and further absences not excused by me will result in deductions to your grade. You are always responsible for all material distributed in your absence. **NOTE THAT EVEN IN REGARD TO YOUR 2 “FREE” ABSENCES, I WILL ONLY ACCEPT MAKE-UP WORK IF YOUR ABSENCE IS EXCUSED AND YOU DISCUSS THE EXCUSED ABSENCE WITH ME PRIOR TO YOU BEING GONE.**

2. If you have a legitimate reason for not being in class, you must tell me as far as possible in advance by email or voice mail or bring a doctor’s note in case of illness. If you are involved in university activities that will cause you to miss class such as athletics or the debate team, I need a schedule of classes that you will miss and a signed note from your coach or sponsor verifying that you are on the team.

1. Please do not be late for class. If you feel you have a legitimate reason that will keep you from being on time, please discuss it with me immediately. I take attendance at the very beginning of the class session. Please keep in mind that students entering the classroom late may be required to give an impromptu speech on a topic of the instructor’s choosing or write a one page paper explaining the reason you are unable to be present at the start of class. If you are late to class and arrive after I have taken attendance, it is your responsibility to remind me to switch your attendance marking to “late”.
2. We are a support system for each other because public speaking can be a scary proposition. Therefore, if you skip a speech day when you are not presenting, you will lose 10% off the grade for your speech. Please show up to class and support your classmates because they will do the same for you. Also, if you are late on a speech day, NEVER come into the classroom during a speech. Wait outside until you hear applause and the conclusion of the speech. Tardiness on speech days will result in the loss of points for the assignment.
3. The only reason I would be absent is if class is cancelled by the University, in which case class would not be held, if I am sick, or if I am unable to make it to Normal because of weather. In any case, you will be notified. Should I be absent, check your email, as there will be some sort of academic component to complete in order to make up for not meeting as a class.

For an absence to be considered “excused” you must inform me prior to class, if at all possible. Excused absences include participation in a university-sanctioned event, the death of a family member (see [University Policy and Procedures 2.1.27 Student Bereavement Policy](http://policy.illinoisstate.edu/students/2-1-27.shtml) online), incapacitating illness, and natural disaster. Other absences (e.g., cold/flu, weddings, car trouble, house/apartment problem, etc.) will be considered individually.

**What are my other policies and what do I expect of you as your instructor?**

**Respect/Kindness/Empathy:** I expect that we will all respect one another’s thoughts, ideas, and lives. I want us to all be committed to this course, but I understand that we have lives outside of ISU. Let’s be open and honest with our communication.

I am a big believer in empathy and how it leads to human connection. I expect that we remember that we are all people first. I simply want us all to treat each other with kindness and have empathy for what is going on in our lives.

Everyone has personal struggles that they are dealing with. I want this course to be a safe space in which you can come focus on studying public relations and developing some good relationships while doing it.

We will have class discussions and peer edits from time-to-time in this course. I expect that you will take time to invest in giving each other constructive feedback and responses to each other’s ideas. This should come with respect for your fellow students in the course.

**Cell phones/Texting/Computers:** I understand that cell phones and computers are a necessary part of daily life. I ask simply that cell phones and computers are to be turned off and put away before class begins unless there is an appropriate time in class in which you will use them. I will let you know if that instance occurs. If you are awaiting an important phone call or text, simply give me a heads up. I will extend the same courtesy to you. However, if your phone rings during someone’s speech, you are texting, or you are playing with your phone in any way, you will lose 10% off your own speech grade. I will allow computer use on days that we are workshopping speeches. Additionally, we will have enough fun in class that you should not need social media to keep you entertained. If you feel the need to tweet about our exciting class discussions, please wait to do so after class has ended and be sure to mention my twitter tag @sarah\_hall2015 as well. #SorryNotSorry

**Assignment Due Dates**: All work is expected on the date it is due. **Late assignments will not be accepted**. I will work with you if you have a legitimate reason for your absence (determined by me) AND arrangements have been made with me prior to the class meeting. I want to help you in any way possible, but will not accept less than your full effort. Like most instructors, I am more understanding if you keep me informed. If you encounter problems, please let me know right away. Should you read this in the syllabus, please bring me a post-it note on the first day of class with your name on it for 2 extra credit points.

**Assignment Format:** Please make your headings for **ALL** assignments uniform. I will provide an example, which I will expect you to follow. Though your work will be double spaced (with the exception of your outlines), 12 pt. font and will have 1 inch margins, the heading should be SINGLE SPACED and on the first page ONLY. This format should also be utilized if you choose to write out your P2P’s. Points will be deducted for assignments that are not formatted correctly. **ALL ASSIGNMENTS MUST BE STAPLED OR POINTS WILL BE DEDUCTED AT THE INSTRUCTOR’S DISCRETION.**

Your name (Sarah Hall)

Assignment (Chapter 1 P2P’s)

Date (1/10/18)

Course Title and Section Number (COM 110-\_\_\_)

**Contacting me:**

Prior to contacting the instructor, please review the syllabus policies and assignments – your answer will likely be found there. You can also check with your classmates for answers to questions. Otherwise, I expect that email communication be of professional quality. When using email to communicate with me, please identify yourself and the class for which you have an inquiry. In the **subject line of your email**, please list your last name, course (COM 110) and section number, and a general subject of your inquiry. Failure to do so may result in the email being deleted without consideration. **ALWAYS** check the syllabus prior to emailing me, as the answer will likely be found here. If you ask a question in an email that is answered in the syllabus, the email will not be responded to. Any questions regarding grades should be asked in person and not via email. You must contact me through your Illinois State account.

If you choose to contact me through email, please be patient and allow 24 hours for a response during the week (Monday through Thursday). If an email is sent an hour before class, it should not be expected that I will respond within the hour. Consider timeliness and be considerate when choosing an appropriate email time regardless of the fact that my phone receives email. If I have not responded within 24 hours, check to make sure the email was sent and follows the formatting indicated in this syllabus, send a follow-up email, and kindly wait for my reply. Find an example email below.



**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.

**Grade Appeals:** If you disagree with a grade you have been given in this class, you have up to one week after the assignment was returned to make an argument. In order to do this, YOU MUST follow the evaluation challenge sheet in your spiral book. I will inform you of my decision before your next class period via email.

**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, 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. Some of my biggest pet peeves include cell phone use, doing homework, or sleeping during your peers’ speeches.

If these behaviors persist, you will be at-risk for failing the course.

**What resources are available to you to make college life easier?**

**Support Services**

**Student Access and Accommodations**

Any student needing to arrange a reasonable accommodation for a documented disability 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.** 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

**Tech Support**

Students having technical difficulties (computer issues) can contact the Technology Support Center at 438-HELP or visit their website at <https://isu.cherwellondemand.com/CherwellPortal/ISUSelfService> for assistance. You can also visit the following website to watch helpful videos for navigating ReggieNet: <http://ctlt.illinoisstate.edu/technology/reggienet/handouts/>

**Is extra credit available to you?**

**Yes- one is listed below. Additional opportunities may present themselves throughout the semester.**

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

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 posted to the School of Communication’s Research Announcement Board. The Research Announcement 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 Announcement 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, but please see the call for participants for the Research Credits associated with each study. Each Research Credit is worth an additional 10 points toward your total possible final grade in this course. For example, if you participate in a research study worth .5 Research Credit, your participation would provide 5 points to your final grade. Each project listed on the Research Announcement Board 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 on the Research Announcement Board. A maximum of 4.5% of your final course grade can be earned from extra credit opportunities via the Research Announcement Board. After the final project there will be no further opportunities for extra credit or to otherwise improve your grade.

**Non-Research Extra Credit Opportunities**

There may be some studies for which you are not eligible (e.g., recruiting based on gender or family structure) or in which you do not wish to take part. Reasonable alternatives are available for those not able or wanting to take part in specific studies, to ensure equitable non-research based opportunities.  Throughout the semester, I will announce non-research opportunities for extra credit, which may include attending a colloquium, reading a recent article or research paper, or attending an on-campus event and writing a summary of the connection of the event to course content.  I will make these opportunities and specific details available as they arise.

**Optional:**

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

\****Note:*** *At any point throughout the duration of this course I reserve the right to change the syllabus details. Of course, I will inform you of these changes.*

**Tentative Schedule for Communication as Critical Inquiry**

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| **Week** | **Date** | **Day** | **CHAP.****(Read before class)** | **Material Covered** | **Assignment Due** |
| **1** | 8/20 | T |  | Syllabus ReviewInterviewer’s Biography | **Read Syllabus & Turn in Signed Contract** |
| 8/22 | R | 1 | Introduction to Communication (Assign CIP) | **P2P Ch. 1** |
| **2** | 8/27 | T | 2/3 | Communication ApprehensionEthical Communication | **P2P Ch. 2****P2P Ch. 3** |
| 8/29 | R | 3/4 | Ethical Communication continuedPerception (Assign Informative Speech) | **CIP Paper Due & P2P Ch. 4** |
| **3** | 9/3 | T | 5/6 | Choosing Topics/Audience Analysis | **P2P Ch. 5 &****P2P Ch. 6** |
| 9/5 | R | 8/9 | Organizing and Outlining Ideas | **P2P Ch. 8 &****P2P Ch. 9** |
| **4** | 9/10 | T | 10 | Introductions & Conclusions | **P2P Ch. 10****Informative Speech Topics Due** |
| 9/12 | R | 7 | Informative Speech In-Class Work Day (Bring laptops, books, & speech materials)**APA DAY** Integrating Supporting Material | **P2P Ch. 7** |
| **5** | 9/17 | T | 11/12 | Language- The Social Construction of Reality and Vivid Language Techniques/Visual Aids | **P2P Ch.11****P2P Ch. 12****Informative Speech Outline Rough Draft Due (Optional)** |
| 9/19 | R | 13 | Delivery | **P2P Ch. 13****Source Evaluation Assignment Due** |
| **6** | 9/24 | T |  | Informative Speech Workshop Day (Bring laptops, books, & speech materials) | **Participation Log Check in Due** |
| 9/26 | R |  | **Informative Speeches** | **Informative Speech Outline Due** |
| **7** | 10/1 | T |  | **Informative Speeches** |  |
| 10/3 | R |  | Midterm Review (Assign Group Speech/Collect Group Member Requests) |  |
| **8** | 10/8 | T |  | **MIDTERM EXAM** (Assign Groups) | **Pick Group Topics** |
| 10/10 | R | 14 | Communicating in Groups Conflict & Culture | **P2P Ch. 14**  |
| **9** | 10/15 | T | 15 | Finish up Conflict & CultureListening | **P2P Ch. 15** |
| 10/17 | R |  | Group Speech Workshop Day/Conferences (Bring laptops, books, & speech materials) | **Group Speech Outline Rough Draft Due (Optional)** |
| **10** | 10/22 | T |  | Group Speech Workshop Day/Conferences (Bring laptops, books, & speech materials) |  |
| 10/24 | R |  | **Group Speeches** | **Group Speech Outlines Due** |
| **11** | 10/29 | T |  | **Group Speeches** |  |
| 10/31 | R | 1617 | Fact, Value, Policy (Assign Persuasive Speech)**Begin Toulmin Model- IMPORTANT DAY** | **P2P Ch. 16****P2P Ch. 17****Persuasive Speech Topics Due** |
| **12** | 11/5 | T | 17 | **Toulmin Model- IMPORTANT DAY**Start Logos, Ethos, Pathos if time allows |  |
| 11/7 | R | 17 | Logos, Ethos, & Pathos (Assign Synthesis Paper)Fallacies |  |
| **13** | 11/12 | T |  | Wrap-up any persuasion content Persuasive Speech Workshop Day (Bring laptops, books, & speech materials) | **Persuasive Speech Outline Rough Draft Due (Optional)** |
| 11/14 | R |  | Persuasive Speech Workshop Day (Bring laptops, books, & speech materials) |  |
| **14** | 11/19 | T |  | **Persuasive Speeches** | **Persuasive Speech Outline Due** |
| 11/21 | R |  | **Persuasive Speeches** |  |
| **15****16** | 11/26 | T |  | **THANKSGIVING BREAK- NO CLASSES** |  |
| 11/28 | R |  | **THANKSGIVING BREAK- NO CLASSES** |  |
| 12/3 | T |  | Final Exam Review |  |
| 12/5 | R | 18 | Final Exam Review/Ch. 18/Communicating in the 21st Century/Course Wrap-up | **Synthesis Paper Due****Participation Logs/Paper Due** |

**Final Exam: TBA in December**

Syllabus Contract

I have read the syllabus for Sarah Hall’s Com 110 class and agree to the terms for required coursework and acceptable classroom behavior.

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

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

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please list any previous public speaking experience, if any:

Please list at least 3 hobbies/extracurricular activities you enjoy:

Please list at least 2 goals you hope to meet through this course:

What do you want to be when you grow up?

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

What is your favorite:

Movie?

TV Show?

Music artist?

Author?

Book?

Candy?