

COM 110: COMMUNICATION AS CRITICAL INQUIRY**Fall 2019**

Instructor: Spencer Coile
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Classroom: Fell Hall 176
Meeting Time: T/TH 12:35 – 1:50
Section: 72
Office Hours: T/TH 9:30 – 11:00
**please make an appointment first!!!*

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 Fell Hall basement —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.

Spiral Workbook Purchasing Procedures: Students will purchase the spiral workbook (*COM 110 Communication as Critical Inquiry*) through the School of Communication online store. The website can be found at: http://Bit.ly/COM_110

The workbook will be available for students to pick up in the Communication Resource Center located in the basement of Fell Hall 1-2 business days after 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.

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:

- I. Intellectual and practical skills, allowing students to:
 - a. make informed judgments
 - b. report information effectively and responsibly
 - c. deliver purposeful presentations that inform attitudes/behaviors
- II. Personal and social responsibility, allowing students to:
 - a. participate in activities that are both individually enriching and socially beneficial to a diverse community
 - b. interact competently in a variety of contexts
- III. Integrative and applied learning, allowing students to:
 - a. identify and solve problems
 - b. transfer learning to novel situations
 - c. work effectively in teams

EVALUATION:

Informative Speech	100 pts.
Group Presentation	100 pts.
Persuasive Speech	100 pts.
Midterm Exam	100 pts.
Final Exam	100 pts.
CIP Paper	50 pts.
Synthesis Paper	50 pts.
Participation	100 pts.
Total	700 pts.

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

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

A mandatory 24-hour wait time after graded materials are returned is required before meeting with me individually to discuss feedback/grades on assignments.

ASSIGNMENTS:

Speeches (100 pts. each): Every student will present three speeches.

1. *Informative Speech* (5-7 minutes; at least 4 sources must be cited in the presentation and in the references)
2. *Group Presentation* (15-20 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)
3. *Persuasive Speech* (5-7 minutes; at least 4 sources must be cited in the presentation and in the references)

Important: All preparation outlines are due on the first day of speeches, regardless of speaking order. You cannot speak without first turning in a preparation outline.

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. If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.

Exams (100 pts. each): There will be a midterm exam and a final exam. Exams will assess your understanding of communication concepts and theories, as well as your application and integration abilities. They are non-cumulative and will cover content outlined explicitly in class discussion and lectures. However, questions may also be asked regarding content from the book that we did NOT discuss in class, so be sure to read!

Communication Improvement Profile (CIP) Paper (50 pts.): In this paper, you will discuss your communication style and behaviors and identify three specific areas for improvement. Full assignment instructions are in your COM 110 Spiral Workbook.

Synthesis Paper (50 pts.): In this paper, you will reflect on your work throughout the semester and analyze how your communication style and behaviors have changed. Full assignment instructions are in your COM 110 Spiral Workbook.

Participation (100 pts.) Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential for success. It is important that you get 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.

Participation Arguments: 10 times this semester (for 10 points each), I will ask you to provide a one paragraph argument defending what your participation grade (a specific numerical value of 0-10) for that week should be. If I agree with your assessment, the grade will stand; if I disagree, I'll offer some feedback about why our scores differ and how you can improve. *Don't be afraid to get creative with your answers! Keep in mind: I read 30 of these a week, so a simple "I came to class, wrote down some notes, and stayed off my phone" won't cut it. In my mind, that is doing the bare minimum. What precisely are you doing to uphold strong participation in the class?*

Additionally, I will ask a question (or multiple questions) that pertain to the previous week's readings/discussion. They will require specific, thought-out answers. To earn full points, you must defend your participation grade as well as answer the questions asked. Participation Arguments can be found on ReggieNet under the *Assignments* tab. The assignment will close before class begins on the day it is due – **no exceptions**. Arguments are available each week between Thursday after 2:00 pm and the following Tuesday at 12:30 pm.

Unexcused absences forfeit participation credit on the day of the absence.

Preparing to Participate (P2P) Questions: Each chapter of the text includes several Preparing to Participate (P2P) questions that are designed to prepare you to make meaningful contributions to classroom discussions. While they are not mandatory and/or graded, I strongly encourage you to work on these in class or outside of class to better understand course material. I may even let you use them (printed, not an electronic device) on the midterm/ final exam. These are available on ReggieNet under *Resources*.

Extra Credit: I *may* offer extra credit opportunities throughout the semester. However, it is not guaranteed. You will be notified in advance should an opportunity arise. ***Do NOT email me about extra credit opportunities.***

Extra Deductions: Sort of the opposite of extra credit, your final grade can be penalized in two ways: *Poor Communication Habits and Speech Day Absences/Lateness.*

- A purpose of this course is to identify standards for good communication practices and develop the skills necessary to improving them. Poor Communication Habits are considered violations of these standards. Your behaviors as a participant (speaker and listener) in class, online, in small groups and in your interactions with me are all opportunities for you to demonstrate what you've learned. Point penalties will depend on the severity of the situation. This policy is not meant to limit your participation in the course, but to encourage you to think carefully about how you interact with the people around you, and to utilize the best practices we will cover.
- I am relatively flexible about attendance/lateness (more on that later). That said, on presentation days, I have a **mandatory attendance policy** (except for instances of actual emergencies, which usually involve a trip to a hospital or jail). ***If you are absent on a speech day – whether you are scheduled to speak or not – you will be penalized 20 points off your speech grade and will not be allowed to make up any other missed points for that day.*** If you miss a speech day for emergency reasons, please refer to the excused absence policy detailed later in the syllabus. ***Additionally, if you are late on a speech day – whether or not you are scheduled to speak – you will be penalized 10 points off your speech grade.***

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.

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. Remember to book your appointment early, as there are a great number of students trying to make appointments. You must bring a completed outline to the appointment.

You must also schedule an appointment at least 24 hours before the date you are scheduled to deliver your speech in class, or you will not be able to use the speech lab. If you need to change or cancel your appointment, you will need to call the Speech Lab at 438-4566 or stop by in person (Fell Hall 032) 24 hours in advance. If you fail to cancel your appointment 24 hours in advance you will not be allowed to use the speech lab again.

Cheating/Plagiarism: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of

someone else's work warrants plagiarism. Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

Special Needs: Any student needing to arrange a reasonable accommodation for a documented disability should contact Student Access and Accommodation Services at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

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. 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 counselors. Services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

Title IX Resources: Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity (for more information, see the [US Department of Education Office of Civil Rights Title IX Resource Guide](#)).

All faculty and staff of the university are mandated by law to report incidents that are brought to their attention – this includes myself as a COM 110 instructor. Should you desire a confidential confidant, Student Counseling Services are not mandatory reporters for such instances and are free to any student of ISU. Should you require assistance with reporting an incident to our Title IX office, feel free to contact Title IX, or myself, directly.

Diversity Advocacy: Diversity Advocacy works to foster civility and raising cultural awareness in students, faculty, and staff. Diversity Advocacy is committed to building bridges between the members of the university community by developing understanding, appreciation, respect, and celebrating the diversity of its members. Diversity Advocacy supports multicultural and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students in finding their way at Illinois State University through a variety of resources, programs, activities, and advising. Diversity Advocacy also works to facilitate a supportive campus environment in which multicultural and LGBTQ+ students can flourish academically and socially. For more information, visit <https://deanofstudents.illinoisstate.edu/involvement/diversity/>.

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>

Email: Email is the best way to contact me. I will do my best to respond to all emails within 24 hours during the week and 48 hours on the weekend. *Important:* You must email me from your @ilstu.edu account; do **not** use the “Messages” tool in ReggieNet. Also, professionalism in email is essential. Please write clearly and concisely, and use proper grammar. In other words, do not email me like you text your friends because I will likely not respond to any form of contact that lacks appropriate professionalism for the classroom setting.

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

Attendance: Given the significance of your participation grade, attendance is an expectation for your success in this class. While I do take attendance every day, there is no mandatory attendance policy. Meaning, I do not enforce a “miss three classes and I’ll reduce your grade” rule. However, I repeat, *unexcused absences forfeit your participation for the classes you miss.*

Of course, I understand serious things come up and you may not make it to class on a given day. That’s okay! *First and foremost, you have to tell me in advance.* Don’t email five hours after class saying, “Sorry, I was sick.” That won’t cut it and that is not excused. Within reason, give me fair warning and I generally excuse it. For instance, if you’re in an organization and taking a trip? Great! Just tell me and prove that you’re actually going. Same with doctor visits, funerals, etc. Extreme emergencies are absolutely excused – just provide documentation for it. All this to say, life happens, and COM 110 isn’t your only priority. Just be honest with your attendance.

Again, all students are required to attend speech days and exam days.

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.

- **Grade Boosts:** If you're thinking about sending me an email asking to bump your grade up at the end of the semester, please refer to THIS section first. **I do not boost grades.** Please refrain from sending emails suggesting I do. And with this in mind, refrain from also sending the "Hey, I know you said not to email you, but...." email either. I will not respond to them.

Course Schedule

Date			Material Covered	Major Assignment Due
AUG WEEK ONE	T	20	Syllabus Review <i>Assign Introductory Speech & Syllabus Contract</i>	
	TH	22	Introductory Speeches <i>Assign CIP Paper</i>	Intro Speeches & Syllabus Contract
WEEK TWO	T	27	Introduction to Communication Communication Confidence	Part Arg. 1 Chapter 1 & 2
	TH	29	Ethical Communication Perception & Self-Concept <i>Assign Informative Speech</i>	Chapter 3 & 4 CIP Paper (Friday at 11:55pm on ReggieNet)
SEPT WEEK THREE	T	3	Choosing Topics Analyzing Your Audience	Part Arg. 2 Chapter 5 & 6
	TH	5	Supporting Material Organizing Ideas	Chapter 7 & 8
WEEK FOUR	T	10	Outlining the Presentation Beginning & Ending...	Part Arg. 3 Chapter 9 & 10
	TH	12	Group Study Activities	Informative Topics (at 11:55pm on ReggieNet)
WEEK FIVE	T	17	Midterm Review	Part Arg. 4
	TH	19	MIDTERM (Chapters 1-10)	

WEEK SIX	T	24	Using Appropriate Language	Chapter 11
	TH	26	Designing Presentation Aids Delivering the Presentation	Chapter 12 & 13
OCT WEEK SEVEN	T	1	Evaluating Speeches	Part Arg. 5
	TH	3	Informative Speech in Class Workshop	Bring laptops/things to work on!
WEEK EIGHT	T	8	Informative Speeches	Part Arg. 6 Informative Outlines (at 12:35pm on ReggieNet)
	TH	10	Informative Speeches	
WEEK NINE	T	15	Informative Speeches	
	TH	17	Topic Selection Activity <i>Assign Group Speech</i>	
WEEK TEN	T	22	Communicating in Groups Listening & Critical Thinking	Part Arg. 7 Group Speech Topics Due (at 11:55pm on ReggieNet) Chapter 14 & 15
	TH	24	Group Speech Researching & Outlining Workshop	Bring Laptops
WEEK ELEVEN	T	29	Group Speeches	Part Arg. 8 Group Speech Outlines (at 12:35pm on ReggieNet)
	TH	31	Group Speeches	

NOV WEEK TWELVE	T	5	Topic Selection Workshop <i>Assign Persuasive Speech</i>	Part Arg. 9
	TH	7	Understanding Persuasive Principles	Persuasion Topics (at 11:55pm on ReggieNet) Chapter 16
WEEK THIRTEEN	T	12	Building Arguments	Part Arg. 10 Chapter 17
	TH	14	Persuasive Speech in Class Workshop	
WEEK FOURTEEN	T	19	Persuasive Speeches	Persuasive Speech Outlines (at 12:35pm on ReggieNet)
	TH	21	Persuasive Speeches <i>Assign Synthesis Paper</i>	
WEEK FIFTEEN	T	26	NO CLASS! FALL BREAK!	
	TH	28	NO CLASS! FALL BREAK!	
DEC	T	3	Persuasive Speeches	
WEEK SIXTEEN	TH	5	Final Exam Review	Synthesis Paper (on Friday at 11:55pm on ReggieNet)

*** The Final Exam will include Chapters 11-17. Date & time to be determined!**

Syllabus Contract

I have read the syllabus for Spencer Coile's COM 110 and agree to the terms for required coursework and acceptable classroom behavior.

Signature:

Name (please print):

Date: _____

Preferred pronouns (he/him, she/her, they/them, etc.): _____

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?