

Communication as Critical Inquiry: Classroom Communication – Teacher Education (COM 110A01.01)
Illinois State University – School of Communication – Spring 2024
January 16, 2024-May 3, 2024 (Exam Week May 4-May 10)
In-Person/On Campus Synchronous

Instructor:	Tina McGuire (she, her)	Office:	Fell 450
Phone:	309-438-4634 (office) 336-775-8933 (cell)	E-mail:	tmmcgui@ilstu.edu
		Zoom Office:	293 788 7358 or tmmcgui (passcode: redbirds)
Sections:	5: T/R 9:35AM-10:50AM (Fell 125) 2: T/R 11AM-12:15PM (Fell 158) 3: T/R 12:35PM-1:50PM (Fell 148)	Office Hours:	Mondays Noon-2PM (Virtual) Tuesdays/Thursdays 2PM-3PM By Appointment

** Students are expected to read this entire document and are responsible for all information provided within. **

TEXTS (2 BOOKS ARE REQUIRED)

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

Simonds, C. J. & Wright, A. (2022). *Communication as critical inquiry: Classroom communication for education majors student workbook*. Champaign, IL: Stipes Publishing.

* If a student is struggling financially and cannot purchase either required book, please contact me immediately. The student will need proof of financial aid. *

COURSE TEXTS – PURCHASING PROCEDURES

COM 110A01 Top Hat eBook: You are required to have an eBook for COM 110A01, which you will access through the interactive platform Top Hat. This platform will allow you to engage with the textbook and help you 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 110A01 Communication as Critical Inquiry) from the publisher, Stipes, who will then mail the workbook directly to you. Please order at the following address:

<https://buy.stipes.com/products/isu-com-110-01-24sp>

The packet will cost \$39.50. When you order, be sure to include the billing address for the credit card you are using and also the shipping address for where you want the workbook sent. If you have any issues with this process, please contact the publisher directly at orders@stipes.com.

*It is strongly suggested that all students wait to purchase either book until after the class's first meeting on 1/16. *

OTHER REQUIRED MATERIALS

Students are required to hand in most assignments electronically through Canvas and use Microsoft Word. Microsoft Word is available for all ISU students through their Outlook e-mail accounts. Other supplies needed include notecards, and any other school supplies students would like during the semester. While this course is in-person, students will have access to online materials, therefore students are required to have access to a laptop.

COMMUNICATION AS CRITICAL INQUIRY (COM 110A01) COURSE GOALS

Communication as Critical Inquiry (COM 110A01) 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 110A01 addresses the following General Education outcomes:

I. 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

II. 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

III. integrative and applied learning, allowing students to

- a. identify and solve problems
- b. transfer learning to novel situations
- c. work effectively in teams

TEACHING PHILOSOPHY

I've been teaching for a long time, about 18 years. Through my experience, I've seen it all, though one thing remains the same: I simply want what's best for my students. I will do my very best to support all of my students as they are navigating this class and their college careers. That means I will communicate with you often, present course content in a way students can understand, grade in a manner that reflects student achievement in meeting course objectives, and I will do my very best to respect all students in my classes.

Even with all of my experience, I am by no means perfect. I understand there is a lot I can improve on. I also understand I may not be your favorite teacher because of how I teach content, grade your work, or

communicate with you. I may not be your favorite teacher because you don't like the fact you have to take a communication class. All I ask from you is that if you are struggling with my class or you are frustrated with me, please communicate that to me as you're taking this class. Please don't wait until the end. I want to improve as an educator, and one way I can improve is if I get honest feedback from my students so I can make those improvements in real time.

Overall, I want students to walk away from my class with improved communication and extemporaneous public speaking skills. I want students to have gained confidence in speaking in front of a class and in working with others. I never want students to feel like they've wasted their time in my class and I never want students to feel like they've been disrespected in my class. I will do my very best to make sure all students are welcome and feel safe in my classroom. Please remember, I am here for you, so please reach out if you need help or have any concerns over the course of the semester.

GENERAL EDUCATION COURSES AT ISU

Yes, COM 110A01 is a general education course at ISU and is required for all incoming ISU students. It's probably not a class that you're looking forward to taking, many students just look at COM 110A01 as a box to check and move on. As an incoming student to ISU, please be reminded of the purpose of all general education courses, especially COM 110A01 and ENG 101. These courses are set up to introduce you to the university and help you establish positive college habits to set you up for success for your entire academic career at ISU. Your future instructors (no matter what the department) will expect you to come to their classes with the skills learned in COM 110A01 and ENG 101. They will expect you to know how to complete research at Milner Library, present to a class, and communicate with them, among other things. Yes, you may have taken a class similar to this in high school, that class set the foundation; this college level class will add the supports that are specific to the college/university experience. I ask that you take this course seriously and work hard to earn your final grade.

TINA'S SECTIONS – COM 110a01

This section of COM 110 is COM 110a01 which is an education specific version of regular COM 110. The assignments in this special section are a bit different from what others are taking in regular COM 110. The purpose of this course is to set you up for your future classes within TCH. I also teach within the School of Teaching and Learning, and I have aligned many of the assignments to reflect what you will see in TCH. Remember that because this is different from regular COM 110, the sequencing and assignments will differ from what your friends or roommates are taking. Please always refer to the syllabus for this course and ask questions if you are confused about any requirements for COM 110a01.

COURSE FORMAT

This class meets twice a week on campus and in person, starting on Tuesday, January 16. Students are expected to attend each class meeting. In-person class meetings are not recorded, and students cannot attend in-person class meetings remotely.

There isn't an online option for this class, meaning, a student cannot request to take the class online. This is individual student accommodation that cannot be granted within the parameters of the course. Now, if as a class we need to move online (due to a university mandate or instructor need) we will meet as a class (during regular class time) on Zoom and the class will get a Zoom code to do so.

ASSIGNMENTS

Participation/In Class Points

There are a few in class assignments that students will be expected to complete in class. These assignments include outline drafts and visual aid checks. For the outline checks, these are uploads to a Canvas assignment. This assignment will only be open during class time, and students will upload the assignment in class. These Canvas assignments will not be reopened. If a student is absent, they are still technically able to hand in an outline check during the class period. Though the assignment will not be reopened for absent students. Visual aid checks are done during the scheduled class period, and the student will show me they know how to use the classroom technology prior to giving their speech. The visual aid checks can only be done during that scheduled class period, and these points cannot be made up if a student is absent.

***Once these assignments close (especially the outline checks and visual aid checks), they will not be reopened for any reason.** These assignments have a hard-due date/time and will not be accepted at a later date or time. Students need to pay attention to the time these assignments are due and understand that they close at the end of the class meeting. Students will be provided time in class to complete these assignments, and if the student decides to work on something else, thus not doing the assignment in class, that's on them and they will not be able to earn these points. Students should also be reminded that if they are concerned about points, extra credit is available on Canvas, so students who miss one of these in-class assignments can complete extra credit to earn any lost points. *

Additional points may be added to this category throughout the semester, if needed. For example, I might add in an additional activity or outline check and make those worth a few points. Those extra points will be added to this category. Remember, if you are not present in class, you will not earn these points.

Attendance

Students are expected to come to every class period and are expected to stay for the entirety of the meeting. Each scheduled class meeting (with the exception of speech dates, which have a different policy) is worth 2 points. If a student is absent, and it is not excused, the student will not earn those two points. If a student is late to class, and it is not excused, the student will lose one point. If a student leaves the class meeting early (before dismissal), and it is not excused, the student will lose one point.

Student Information Form

This is a Canvas assignment this is worth 10 points. Completing the form will tell me a little bit more about you and what you'd like to gain from the class. Completing it also confirms that you've read the syllabus and understand its contents. It is due the first week of class.

Quizzes

Over the course of the semester, there will be six Canvas quizzes that will cover course policies and material from lecture and material from the textbook/Canvas. All quizzes are due by 11:59PM on the assigned due date. Students will get one chance to complete the quizzes; they are not timed. The quiz questions will be available for students on Canvas so students can best prepare.

When quizzes are submitted, Canvas will grade the multiple-choice questions and assign a grade. Please note THIS IS NOT THE FINAL GRADE FOR THE QUIZ. After the due date, I will go into the quizzes and grade any short answer questions and make any grade adjustments if needed.

**** There is not a final exam for this section of COM 110A01, please disregard the university's final exam schedule for this section of COM 110A01. ****

Formal Speeches/Presentations

All three formal 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 an APA reference page are required for each (samples will be provided). If you have any concerns about your ability to meet the presentation requirements of this course, please come and see me to discuss your concerns.

- *Informative Speech* (5-7 minutes, no more than 8; at least 4 sources must be cited in the presentation and in the references; visual aid required)
- *Persuasive Speech and Discussion* – Students will partner up and present two 3-5-minute speeches that showcase two perspectives of an issue. The partner groups will then lead a 6-8-minute discussion with the class on their issue. At least 3 sources per partner must be used. Visual aids are required for the speeches.
- *Group Lesson Plan* – Students will work as a group to present a 25-30-minute lesson. Groups will choose an educational activity for an appropriate grade level of their choice. Then students will lead the lesson as if they were teaching an actual class.

In order to earn credit on all formal speeches and presentations (and for COM 110A01), students are required to complete and hand in an outline and APA reference page and present their speech in front of an audience of at least six people. If a student is absent on their speech date, they will be scheduled for a make-up speech. I will do my best to schedule all make-ups during scheduled class meetings. Though, if this is not possible, make-up speeches may be scheduled during exam week. If a make-up is scheduled during exam week, the speaker is required to bring an audience of at least five people. All make-up speeches may be subjected to a 10% late grade deduction.

Speech outlines and APA reference pages must be uploaded to Canvas prior to the student's speech. If the speech outline and APA reference page is not in Canvas by the date and time of the student's speech, the student will not be allowed to present, and they will have to reschedule. Late penalties will apply.

Communication Improvement Profile (CIP)

This is a short paper 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.

Introduction Speech (Bag Speech)

This assignment is a quick introduction speech during the second week of class. Students will complete an outline and then present this speech in class. Assignment details can be found on Canvas.

Personal Narrative Speech

This assignment is a brief reflection on the current semester at ISU. Students will complete an outline and then also record a Flipgrid of their presentation. Assignment details can be found on Canvas.

Extra Credit

There will be a few extra credit opportunities available through Canvas. These will include short written assignments and School of Communication Research Board opportunities

(<https://sites.google.com/site/ilstusocstudies/>). Check the extra credit module on Canvas for more information. Students should note that extra credit is not added into grades until the end of the semester and the extra credit due date cannot be extended for any reason.

A Note About the Research Board & Extra Credit

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 e-mail 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. At the end of the course, 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 (all options are on Canvas) for students who want to earn extra credit but do not want to participate in a study.

** For all assignments, specific assignment expectations and requirements will be provided when the assignment is assigned. Information will also be provided on Canvas and during class meetings. Students shouldn't hesitate to e-mail the instructor with any questions they have about each assignment. **

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 110A01 students present at least three speaking opportunities that include research and are five minutes, or longer, in duration. Additionally, these presentations and speaking opportunities (this includes participation) must comprise 50% of the overall grade.

Another requirement for IAI is that all formal speeches be presented in class and in person. The audience must be at least 6 people and the student speaking needs to speak for at least 5 minutes per presentation. If a student does not present the three formal speeches in front of an audience, they will not earn credit for the course and the course will not be transferred to another institution in the state of Illinois.

Attendance

Students should come to class each meeting and are expected to stay for the entire meeting. Attendance will be taken at the start of each meeting. Please review the following information about absences, and please ask if you have any questions about the designations between excused or unexcused absences, or if you're not sure how attendance works on speech days.

Excused Absences: There are only four types of absences that will be considered excused. With all four excused absences, students are required to provide documentation prior to their absence. Please review these absence types and plan ahead if needed.

1. *An official ISU absence*, this could include athletic events, band concerts, academic tournaments, and some field trips. In these cases, you will need to provide a signed letter from your advisor, instructor, or coach explaining the reason for your absences and also the dates you will be absent. This can be an e-mail, though it is preferred if an actual letter was provided via an e-mail attachment. Additionally, students must provide these letters prior to the scheduled absence. Please plan ahead and let me know as soon as you are aware of these absences. If a student does not provide the letter prior to the absence, the absence will be unexcused. ISU's Official Excused Absence Policies: policy.illinoisstate.edu/students/2-1-20.shtml
2. *Personal illness*, this would be where you are so sick, you cannot attend class. In these cases, you will have to provide a valid doctor's note, or a walk out statement from University Health Services. If documentation cannot be provided for the day of your absence, your absence will be unexcused. Additionally, dates on doctor's notes and walk out statements need to show consistency with dates you are absent. For example, if you have a walk out statement dated for Tuesday and you missed class on Thursday, that does not show consistency and your absence will be considered unexcused.

* In the case of a personal illness and a student cannot get documentation prior to the absence, the student needs to e-mail me ahead of time and request a personal day (students get three during the semester). Then when the student has the proper documentation, and they provide that documentation, the absence will change to excused. However, this documentation has to be provided within 48 hours of the absence.

3. *Registered extended absence*, if a student contracts COVID-19 or another communicable/contagious disease or has come into contact with someone who has COVID-19 or another communicable/contagious disease, they must register this with the Dean of Students as an extended absence. (<https://deanofstudents.illinoisstate.edu/contact/absence/>) Once this has been registered with the Dean of Students, the Dean of Students will contact all of the student's instructors. Then class meetings and assignment due dates during that time will be excused or extended.

*This may also include other extended absences that are not health related. If you find yourself in a circumstance where you will miss more than two weeks of class, you need to register this extended absence with the Dean of Students.

* If you are waiting for the results of a COVID test and have been instructed to self-quarantine until you get your results, in order to excuse the absence, the student must provide an appointment confirmation. This could be from a doctor or pharmacy where the COVID test was administered. The appointment confirmation must have the date and time of your test and can be e-mailed to me as a screenshot from your phone or a scan from your paperwork. No student health information will be shared, and students can redact any sensitive information from their appointment confirmation. I just need to see the student's name, the name of the place where the test was administered, the date, and the time.

4. *Bereavement*, in the event that a student experiences a death of an immediate family member or relative (parent, sibling, grandparent), 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

(<https://deanofstudents.illinoisstate.edu/contact/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>

In all four situations, if you follow the proper guidelines and get documentation, late work will be accepted and/or excused (in class points cannot be made up). There may be a time limit in place for some assignments, so please make sure that you are organized and are in communication with me.

Personal Days: During the semester, students get three personal days. These days can be used on any class meeting day, with the exception of a student's presentation date. **To use a personal day, the student needs to e-mail Tina at least 30 minutes prior to the class meeting time.** They need to state they are using a personal day, and the absence will be excused. If the student e-mails me too late, the absence will not be excused. Personal days may be scheduled out ahead of time, if a student is aware of an absence ahead of time. If a student is sick and cannot attend class, they may use a personal day. Then if they go to the doctor and get a note to excuse them from the missed class meeting, that personal day can change to an excused absence.

Speech Day Attendance: It is important that we have a complete audience for speech days. If you are absent on a speech date, you will get 5 points off of your own speech. If you are late on a speech date, you will get 2 points off of your speech. You can use a personal day on a speech day (a day where you're NOT scheduled to speak), see the policy above.

Your Speech Day Attendance: Yes, you are required to attend class on the day you're scheduled to present your speech. If you miss your speech because you are not present, you will need documentation (see list of excused absences above). If you cannot provide documentation for your absence for your speech day, your speech will get a 10% deduction. I will communicate with you on possible make-up dates, do not assume you'll just present at the next class meeting. If you are present in class, and do not present your speech, you will get a 10% deduction. I will communicate with you on possible make-up dates, do not assume you'll just present at the next class meeting. Students are not allowed to use a personal day on their assigned speech date. It is possible that speeches need to be rescheduled for exam week, if this is the case, the speaker is required to bring an audience of at least five people to attend their speech during exam week.

Excused vs. Unexcused Tardy: Students are expected to come to class on time. When a student comes late to class, that often disrupts the lesson that has already started. Most of the time, when a student is tardy, it is considered unexcused. In order for the tardy to be excused, the student needs to follow the same guidance as if it were an excused absence (see list above). Students can e-mail me that they are running late, but that will not mean the tardy is excused.

If the weather is bad, allowances may be made for some students who are late and have to commute to campus. Though missing the bus from Tri Towers or sleeping through an alarm will never count as an excused tardy. If you are concerned about getting to class on time, please speak with me.

Religious Holidays & Other Considerations: Please review the schedule at the end of the syllabus, and if you have a conflict with a due date or class meeting due to a religious holiday or practice, please get in touch with me. I will do my best to work with you (provide a short extension, etc). These arrangements

need to be made prior to the holiday. If you see there are speech days on a holiday, please do your best to not sign up for the speech date that lands on the holiday.

General Notes About Attendance: Students should do their best to not schedule appointments, work, meetings, job interviews, or anything else during class time, because these instances may not be excused (see the above list of excused absences). When a student schedules something during class time, that tells me that they may not take the class seriously and that they do not respect the time of the instructor and the other students in class. Remember, you get three personal days. If you communicate this with me at least 30 minutes prior to class, your absence will be excused (with the exception of your scheduled speech date).

As a college student and an adult, it is up to you to attend class. Only you can control your own actions and attendance. **By not attending class (for any reason, excused or unexcused), please understand that class goes on without you, and you are still responsible for all material covered and assignments completed. Remember by not attending class (for any reason, excused or unexcused) points on in-class work and points in attendance may be lost or not earned.** Students need to make decisions that are in their own best interests and what they deem important and what is a priority. This is with the understanding that a student's overall grade will be negatively affected if they are not regularly attending class. Excessive absences could also result in the student being reported to Heartland Early Alert or even being dropped from the course.

Contacting Tina

If at any point in the semester, you have a question or an issue, please let me know as soon as possible. The best way to get ahold of me is through e-mail (tmmcgui@ilstu.edu). The subject line of your message must provide the following: class, section number, short description (**COM 110A01 Section # – Informative Speech Clarification**). Having this information in the subject line of your message will ensure you get the most accurate feedback possible.

If a student would like me to review work prior to handing it in (outlines, etc). The student needs to drop in during office hours or set up an appointment. Do not e-mail me your assignments to have me check them before you hand them in. I would be glad to go over work in-person or share screen with you in a Zoom meeting to go over your work.

If you need to make an appointment because my office hours do not fit into your schedule, please send me an e-mail with at least three possible dates and times that work for you. Also indicate if you'd like an in-person meeting or a Zoom meeting. Students must know how to use Zoom and be ready to share screen, if I ask them. Students may have to check some settings on their computer or Zoom in order to do this.

Unless I direct you to do so, never e-mail me attachments or share documents with me through e-mail. E-mail attachments and links sometimes carry computer viruses. I will not risk the health of my personal computer due to a corrupted attachment. All assignments are uploaded to Canvas, and that is the only way assignments will be accepted.

Sending Tina E-mails/Canvas Messages

When sending me an e-mail, students must use their ISU issued e-mail address. Canvas messages also work just fine. Just make sure that you use the correct subject line in all messages (see above). Sometimes when students e-mail, the message isn't sent right away because a student clicks out of it too soon. Please make sure that when you send a message to me, it actually sends. Make sure it's not stuck in your draft folder. This is important for time sensitive requests and for when you want to use a

personal day. Remember, I respond to every e-mail I get, so if you don't get a response from me, it might mean I didn't get the message. If you send a request to use a personal day, and I don't respond before that class meetings starts, there's a good chance I didn't get the message. If you send me a message after I've already started teaching or around the start time of a class, I will respond after class.

Assignment Comments on Canvas

There is an option on Canvas to send a comment to an instructor through an assignment submission. Please note that I do not see these comments until after I've graded the assignment. Therefore, if you need to get me a message about your assignment, please e-mail me or send me a Canvas message. Do not use the comment feature on Canvas. Also, do not use this feature to add attachments to your assignments, as I will not see those attachments until after I've graded the assignment. All assignments need to be properly submitted to Canvas in order to be graded. Just to be safe, **don't use the comment feature on Canvas.**

When Tina is Available

I will always be in my office during my set weekly office hours (see above). If there is a change to my office hours for a week, I will let the class know. During my office hours, students can expect quick responses from me. If a student e-mails or attempts to contact me outside of my office hours, please note it may take me up to 36 hours (longer over a weekend or school break/holiday) to respond. Keep this in mind for time sensitive questions.

If my office hours do not fit into a student's schedule, they are encouraged to set up an appointment. This can be done by sending me an e-mail. In the message, please provide at least three dates and times you are available, and I will respond with what works into my schedule and we can set up the appointment.

Finals week is an instance where my availability is a bit different. During that week, I do not keep the normal office hours as stated at the top of my syllabus. This is because the entire university runs on a different schedule. I will make appointments during finals week, and I do check my e-mail and stay in contact with students for the entirety of that week.

Generally, my e-mails to students are direct and to the point. Just something to keep in mind. Additionally in my responses, I may mention or say, "as stated in the syllabus" or "as mentioned in class," I may even copy and paste a policy from the syllabus, this isn't me being mean or not considering your question, it's reminding the student that this was something I've already gone over. Use this as a reminder for the next time you e-mail me to check the syllabus or your class notes beforehand, as your question may be addressed there.

Please just remember that I am not available 24/7. You may e-mail me at 2AM, I'm not going to respond to that message until *maybe* 8AM the next day, at the earliest. Please do not expect immediate responses to e-mails.

Weekly Canvas Announcements

Each week (usually Friday mornings) I send out a Canvas announcement to prepare students for the upcoming week. Students are expected to read this announcement each week.

Other Messages Sent by Tina

Throughout the semester, I use a combination of Canvas messages and e-mails. It really depends on how many messages I need to send and the nature of the message. For example, for missing assignments, I usually use Canvas messages. Students are expected to check their ISU e-mail and Canvas on a regular

basis. Students are encouraged to set their Canvas settings and notifications to send an e-mail each time they get a new Canvas message.

Class Cancellations

If we are unable to meet (for whatever reason), I will contact the class prior to the scheduled meeting. I will do my best to contact the class the morning of and provide a “plan B” for any missed assignment/experience. If I know enough in advance of a time where we cannot meet as a class, I will include that in the class schedule at the end of the syllabus.

If the university cancels class, I will get in touch with the class (probably via a Canvas announcement). I will let the class know if any work needs to be completed or if there is a schedule adjustment. Please wait for me to get in touch with the class, do not e-mail me the second after the university cancels class. I will get in touch with you, please be patient. Chances are, I found out at the exact same time you did.

If the university moves classes online, the class will still meet synchronously online during its scheduled days and times. Students are still expected to attend class. If this happens, more information will be provided, though the overall schedule of the class and its assignments will not change.

Workday Expectations

There are a few scheduled workdays on the class’s schedule. If on the schedule, it just says “Workday,” attendance is not required and will not be taken. I will be in my Fell office at the time of class, and students can come up to Fell 450 if they have questions. If I am not in Fell 450, I will communicate with students and I will have an alternate way to get in touch (Zoom, e-mail, etc.) The classroom will be open during class time if students want to work in the classroom. This is a great time to practice using classroom technology for the use of your visual aid.

A Note About All Workdays & Classwork

While I do allow quite a bit of in class time to work on assignments, students will still need to work on assignments and speeches outside of class. This work can include completing quizzes, doing research, writing a paper, and completing speech outlines. Students should not expect to complete all of their work in class.

Then for all workdays (or time I allow at the end of a class meeting), students should understand that this is time for them. If as a student, you decide to work on other work or not do work for this class, that is on you. In class assignments or assignments due during a workday will not be reopened on Canvas or extended because you did not work on the assignment during the allotted time.

General Time Management

College students are expected to be able to manage their time wisely. As a college student, it is your responsibility to stay on top of your assignments. This can be done in many ways, including using a planner or agenda book, or even putting notifications on your phone. Students are encouraged to look ahead at the assignments for the semester and to make a plan to get all assignments in on time. As the instructor, it is not my responsibility to remind students of their work, though I do so often. A student should not depend on a reminder from me to get their assignments in on time. The syllabus is created for students to know when things are due, and it is created so students can be prepared for the entire course during the entire semester. If a student has a concern about this, please get in touch with me.

Cell Phones/Electronic Devices

During class, students are asked to put their phones away. Students may take notes on their laptops if they wish. Please keep your phones away. On speech days, students in the audience should not use their

phones or laptops, and students will get points off of their own speech if they are using a device during a peer's presentation. Students who are distracted by their phones or their own technology may lose points on their own speech.

Please do not take pictures of the power points or the screen during class. All power points are available on Canvas. Snapping a picture during class is distracting and can also be considered as a form of plagiarism, as I have not given you permission to take a photo of the content I have created.

Technology Expectations

Students are expected to know how to use their e-mail and Canvas. This includes understanding how to use their ISU e-mail account and upload documents to Canvas. Students are also expected to use Microsoft Word to upload all Canvas documents. Microsoft Word is available for free for all ISU students and employees through their Microsoft e-mail account. If any student has a question on how to get Microsoft Word, please refer to Tech Zone or ISU's Technology Help. Students must understand that if assignments are not uploaded in the correct format, they may not earn credit for the assignment.

Most assignments are set up to only be handed in once (one submission allowed) so, please make sure you've got everything ready to go before you hit the submit button. Also make sure that you're uploading your work to the correct assignment. Canvas is organized by category of assignment and not by due date. If a student uploads an assignment to the incorrect Canvas assignment, it is not guaranteed that I will reopen an assignment or allow for a resubmission. Please pay attention to what you're uploading to Canvas.

While we are in person this semester, students are still expected to know how to use Zoom (including share screen). Students may want to have a meeting with me on Zoom instead of in person, therefore, knowing how to use Zoom is important.

This technology expectation also extends to students knowing how to use their own personal computers. If a student owns their own laptop, they are expected to know how to save files to it and use it for class. My own personal computer and many of the computers on campus are PCs, therefore, most of the assignment information is formatted for a PC. If a student uses their own MacBook, they are responsible for knowing how to use it in tandem with the computers and resources on campus. This includes if the student is using any of the Google platform applications. This also includes a student's own passwords to everything. Please make sure you know your passwords and how to log onto a ISU computer.

Generally speaking, I am not tech support. If a student is having technology issues, it is ultimately their responsibility to use critical thinking and figure it out. The college provides many tech resources for students. Just remember that it would be impossible for me to learn and manage each individual student's technology needs. I don't know how to log into your Google account, I don't know how to use your MacBook's output cables... you need to know how to use your technology.

Chrome Books

Chrome books are laptops usually issued by a high school that students are able to keep after they graduate. Chrome books can only use the internet and are not able to download Microsoft Word or Microsoft 365. Therefore, students who have these types of laptops are at a disadvantage because they will not be able to use the full version of Microsoft Word (they still can use the online version) and they will not be able to see my provided comments. Note that all computers on ISU campus have access to Microsoft 365 and Word, and students can use a ISU computer to complete and upload outlines, etc.

MacBooks and Mac Users

All documents on Canvas are either Word documents, Power Points, and sometimes PDFs. When you download a Word document on a Mac, it converts it to a Pages document, remember I cannot open Pages documents, so the files need to be converted into a Word document. Additionally, Macs will also save the document in two places. When submitting an assignment to Canvas, please make sure you submit a Microsoft Word document and make sure the Microsoft Word document is complete. Many times, students do not pay attention to what they are uploading and accidentally upload an incomplete version of the assignment or a blank version of the assignment. To avoid this, change the file name after you've downloaded the assignment to ensure you upload the correct document.

I do have some resources for Mac users on Canvas. I just did simple internet and YouTube searches for things you may need, like using Word on a Mac and downloading Word documents. If these resources are not enough for you or do not answer your questions, you can also complete an internet search. I do ask if you find a more helpful link, please share that with me so I can add it to my Canvas site for other students to use.

Using Microsoft Word

As stated, a few times throughout the syllabus, students are expected to hand in all assignments into Canvas as Microsoft Word documents (no hard copy or paper copies will be accepted). If this poses a problem for a student, it is their responsibility to contact me. I will do my best to get the student the needed resources for Microsoft Word. Students need to contact me prior to handing in any assignment if they are unable to use Microsoft Word. Again, remember as a student, you are expected to know how to use your own technology or laptop. And if you are struggling with using Microsoft Word, you are expected to use critical thinking to figure it out before you contact me with any issues. What I'm saying is, please don't panic, e-mail me the second something doesn't work. Take a minute to analyze the situation and then get in touch with me if something isn't working.

Microsoft Word document files are usually saved as a .docx or .doc file. So, when looking to attach a file to a Canvas assignment submission, make sure the file you're uploading has .docx or .doc at the end of the file name. Sometimes the icon next to the file is blue. If you accidentally upload an incorrect file type, please e-mail me explaining what happened, do not attach your document to the e-mail. I will respond with instructions on what to do to fix your error. If at the time of grading, I see that you accidentally uploaded an incorrect file and there is time for you to correct this error, I will e-mail you with instructions on what to do to fix your error. Keep in mind that for some assignments (usually speeches), if I have already graded your work, you will not be allowed a resubmission. Again, unless I tell you to do so, do not e-mail me attachments of your work.

Uploading Assignments to Canvas

All assignments and quizzes are set for students to upload one attempt. Therefore, it is imperative that you review what you upload to Canvas before you click submit because **you are only allowed one attempt.** If you realize after you've uploaded your assignment that it's the wrong file, please send me an e-mail or Canvas message right away. I will then give you instructions on what to do. Please keep in mind that if the due date has passed or if I've already assessed your work, you will not be able to resubmit an assignment.

If you've uploaded the incorrect outline and get in touch with me prior to speaking, there may be time for me to reopen the assignment so you can get the correct outline in, but that's not guaranteed. If you inform me of your mistake as you're walking into class the day of your speech, it's too late. I must be

made aware of your mistake at least 24 hours prior to your presentation. If you don't realize this until after you've spoken, it's too late and you will not be able to upload a new or different outline.

Quizzes on Canvas

Like with assignments, quizzes have only one allowed attempt. All due dates for quizzes are on the syllabus, and just like with assignments, they will close after the built-in week extension and will not be reopened. If you started a quiz, but did not finish it, Canvas will automatically submit your work when the quiz closes. Quizzes cannot be reopened for you to finish your work after they have been submitted (either by you or by Canvas after the due date). Students will not get an extra attempt on a quiz after the quiz closes.

Provided Online/Canvas Resources

There are a lot of resources on Canvas. Students are encouraged to review all provided materials. I will go over some in class, but not all. Each speech has its own module tab on Canvas, and students can find all speech materials within those tabs. Materials include assignment information, checklists, video tutorials, examples, links to citation help, and so much more.

If you're watching a video on Canvas, please keep in mind that that video may have been made while classes were online. Therefore, some assignment information may be out of date. Always refer to your class's syllabus for due dates and other assignment information. Additionally, in some videos I reference ReggieNet, ReggieNet was ISU's LMS prior to Canvas. And as always, just ask if you're confused.

Speech Sign-Ups

All speech date sign-ups will happen in class (see schedule at the end of the syllabus). At the time of the sign-up, students will choose a date and a topic. If a student does not have a topic, they will not be allowed to sign up. If a student is absent on the speech sign-up date, a speech date will be assigned to them.

After students sign up for speech dates and topics, the list will be posted to Canvas. Additionally, I will go into each individual student's assignment and adjust the due date, so the date they signed up for will be visible on Canvas and on their personal syllabus page. Students can set up assignment reminders on Canvas. Also in addition, students will receive a speech reminder e-mail the day before their speech to remind them of the assignment. Any other reminder the student needs for their speech (or any assignment in class), it is up to the student to set it up on their own.

All topics must be approved by the instructor. If you are absent on the day we sign up for dates and topics, you will need to e-mail Tina with at least three options of topics. Then Tina will choose which of those topics will work best for the assignment. If you do not get me a topic, you risk not being able to present your speech. If a week before the first day of speeches, I do not have your topic, you will be removed from the speech schedule. Then when your topic is approved, you will be added back to the schedule (this may mean your speech is rescheduled to later in the semester or during exam week). Please keep in mind that if you never communicate topics with me, you will not be able to present a speech and remember that all three research-based speeches must be presented in order to earn credit for the course.

Speech Topics & Topic Changes

At the time of the sign up, students must have a topic in mind. A student can only sign up if they have a topic. There are a few topics that will not be allowed, and those will be reviewed when each speech is assigned. As the instructor of the course, I have veto power on any topic. If I feel that a topic is inappropriate for the college setting or could potentially be offensive to any member of the audience,

the student will not be allowed to present on that topic. I also have to keep in mind that topics must fit the parameters of the assignment. If the topic proposed by the student does not meet an assignment requirement, the student will not be allowed to speak on that topic.

After sign ups, if a student feels they need to change their topic (for whatever reason), they need to get their new topic approved by me. Any change of topics and approval must be done prior to the scheduled draft check (the draft the student submits should be on the topic they will present on). Any topic change requests that happen after the draft check, will not be granted. If a student presents on a topic they did not sign up for (or changes their topic without permission) they will get at least a 5% deduction on their speech for not following directions.

Presentation Expectations & Audience Etiquette

With the exception of the Personal Narrative, all presentations will be presented in-person in class. Students are expected to stand up for all presentations (including the personal narrative). I need to see what I call, "the full delivery." This means, the student is using gestures while speaking, they are using (and looking at) notecards. This means that you'll have to practice a bit prior to your presentation to make sure everything looks (and sounds) good. Points will be deducted from the student's delivery score if they are unable to follow the instructions above. If you are concerned about this, please contact me.

Three of the speeches (informative, persuasive, and group) require that students create a visual aid. Most of the time, students choose to use a Power Point or Google Slides presentation. This is fine, though the student is expected to know how to use the technology to present their visual aid. Students are also expected to bring their visual aid to class, this can be done by saving it to a flash drive or using one of many cloud storage systems available for students at ISU. Though, students need to practice opening their visual aid on the classroom computer before their presentation (there are checks set aside for this). Students may also plug their personal computer into the classroom technology system. Please note that students need to know how to use their own technology in order to do this. Students shouldn't spend an excess amount of time before their speech trying to figure out how to open their Power Point.

Audience members are expected to come to class on time on speech days. On speech days, please do not enter the classroom until you hear applause to signal an end to a speech. During speeches, audience members must also put all of their technology away. Audience members should be paying complete attention to the speaker and not working on anything else during presentations. Doing so may result in points taken from their own speech. Please be a respectful audience member.

Recording Speeches

Students are allowed to record their own speeches for their use afterwards. Some students want to have a recording on hand to help them with their self-evaluation form. It is not required that students record their own speeches, but it is allowed. This recording can also come in handy if a student would like to review for a possible grade discussion. Keep in mind that grade changes on speech delivery cannot happen without evidence. A recording could be evidence.

The student needs to set up their own recording. This can easily be done by asking a classmate to record the speech on their phone.

Grading Policies

Students should know and understand that when it comes to grading, as the professor of the course, I have the students' best interests at heart. When grading any assignment, I will always grade in favor of the student. With that said, there are a few things to keep in mind.

When determining a student's final grade, I will reflect on their complete body of work. That includes attendance, participation, and quality of work. Also remember that as the professor of this course, I do not have to round any grades up. In all final grade considerations, I reflect on the student's participation in class, communication with me, and timeliness of handing in assignments. Additionally, a student's final grade must also show that the student has met course objectives (C), gone above course objectives (B), or gone above and beyond course objectives (A).

Students must keep in mind that as a professor, I must stay consistent with grading throughout the entire semester and with all students. Grades cannot and should not be discussed via e-mail, and students who request grade bumps or grade information via e-mail will be asked to meet with me in person. If a student needs to discuss their grade, they must come to my office hours to discuss grades. And note that just because a student comes to my office hours, that doesn't mean a grade will be changed or raised.

Remember at its heart, this is a public speaking class. Therefore, **your final grade needs to reflect your public speaking and communication skills**. If a future instructor sees that a student earned an A in COM 110A01, they are going to expect a perfect public speaker (If you earned a B on all three formal speeches, your overall grade will probably not be higher than a B). Public speaking is a skill that many departments on campus list as vital to a student's success not only in class but in their future professions.

Posting Speech Grades & Feedback

After students present, they will see a grade on Canvas. This may not be the final grade for the speech, as I still may have to calculate late penalties and/or attendance. Speech grades will be official on Canvas the day after the last scheduled speech date.

If after a student receives their feedback on a rough draft of final draft of a speech, they feel that it isn't enough, the student can contact me for more feedback or clarification of feedback. I am more than happy to meet with students either in-person or on Zoom if they want to discuss their feedback.

Once speeches start and students have been presenting in class, I will not be able to help students who have not spoken yet. All questions and/or requests for help on speeches need to be made prior to the first day of speeches. This is so that it is fair for all students, and that the students speaking later in the speech schedule do not have an advantage over the students speaking first.

Assignment Redoes

Because the class is only 16 weeks and it only meets twice a week, there isn't time in class to redo a presentation. Students are encouraged to use the feedback on their speeches to improve for the next one.

I do allow students who earn a C or below (any late penalties are not included) on their informative or persuasive speech to redo their outlines to earn some points to get their final grade up to the next letter grade. These opportunities will be on Canvas and will be open for a limited time. This may not be announced in class, so students are expected to watch Canvas when this opportunity opens. If a student uploads a redone outline, but they earned an A or B on their original outline, it will not be reviewed, and their grade will not be adjusted. Again, this option is only for student who earned a C or below on their informative or persuasive speech.

Students who do not present their speech on time, either excused or not, will not have the opportunity to redo their outline. The outline redo is only open for a limited time and will not be reopened for a student who did not present on time.

Any other assignments cannot be redone.

Working Ahead

Sometimes students want to work ahead to get the class completed. I suggest that students not do this for COM 110A01. It's encouraged to look ahead at all assignments, but try not to complete quizzes, speeches, or other assignments too much ahead of the due dates. In the past students have tried to do this and then find they do not have all of the information needed to complete the assignments. **I will not reopen assignments or quizzes on Canvas because a student was working too much ahead.** Let me know if you have a question or concern about this.

Late Work

Assignments handed in on Canvas (Quizzes, CIP, Student Information Form, Self-Evaluations) are open on Canvas one week beyond the due date. If a student forgets to hand in one of those assignments, they will get a reminder Canvas message from me and then will have about a week to get the assignment in. If the assignment is handed in within that week, no late penalties will be taken. Once the assignment closes, the assignment will not be reopened, and students will not be able to hand the assignment in.

If there is an instance where a student is not able to hand in an assignment within that week, they are responsible for communicating that with me during office hours or making an appointment. This must be an in-person (can be on Zoom) meeting to discuss options for moving forward for late work (a schedule for getting the assignment in and possible penalties). Just sending me an e-mail asking me to reopen something is not acceptable, and that request will not be honored. Any appointments/meetings concerning late work need to happen prior to the start of exam week.

For speeches, if a speech is not presented on time, there is a 10% deduction on the speech. If the student didn't present their speech on time for an excused reason (see list of excused absences above and know that documentation is required), the 10% deduction will not be taken. If the student doesn't present on their rescheduled date, an additional 10% deduction will be taken. Each time a speech is rescheduled, for an unexcused reason, there will be a 10% deduction. The last possible date to make up a speech is during your class's scheduled exam date/time.

Grade Concerns

If at any point during the semester, a student is concerned about their grade, they are encouraged to communicate their concerns with me. All conversations about grades must be done either in-person or virtually during office hours, before or after class, or by appointment. If a student e-mails me about a grade concern, they will be asked to meet with me about their concern, these conversations should not happen over e-mail or Canvas message. These concerns need to be brought to my attention prior to exam week.

I am not in the habit of arguing points on an assignment. Therefore, before any conversations about a grade on an assignment (or an overall grade) the student needs to review the assignment requirements and the syllabus. If your concern is about 5 points or less, please consider completing an extra credit assignment. If your concern is about attendance points, please note my policies for attendance and tardiness, and also consider completing an extra credit assignment.

Also remember that this class works on a 10-point scale and that at ISU there are no + or – grades. Therefore, for example, if you earned a 92 (A) in class and desperately want 2 points back to get a 94 (also an A), it doesn't really matter because I will still enter an A in the final grade book.

Assignment Extension Requests

Sometimes life gets crazy, and students need short extensions on quizzes or other assignments to help get them caught up. If a student needs an extension beyond the already built in week extension, they are expected to get in touch with me. I will consider short extensions as long as the student is communicating with me, **prior to due dates**, and is honest about their needs. 9 times out of 10, I am more than willing to grant extensions on most assignments.

Speeches are a little different because these are scheduled in class and have to be done within the time frame of when the class meets. Therefore, a student can request an extension, though they must understand that unless it's an excused request (see list of excused absences), they will most likely get a 10% deduction on their speech. Though, still communicate with me! Do not assume that I'll just say no to everything! Remember, I appreciate it when students are communicating with me and are working with me!

Group Lesson Plan Peer Evaluation Forms

For the group lesson plan, students are required to complete a peer evaluation for each group member. This form is handed in via Canvas and needs to be completed before their group presents their speech. I need all forms from all group members in order to grade the completed presentations. If a student doesn't hand this form in on time, their group will have to wait for me to grade their presentation. If the form isn't handed in within a week of group speeches, the student who didn't hand in the form will earn a zero in their group evaluation score, and a zero in the peer evaluation score.

Final Grade Policy

No work will be accepted after 5/9 at 11:59.00PM.

Grades will be posted to the university the morning of 5/10, and after that grades will be final.

E-mails or other requests for late assignments or grade inquiries that are made after 11:59.00PM on 5/9 will not be accepted or considered. 5/9 is a hard due date, again, no work will be accepted after that date. I cannot be flexible at the end of the semester. I have due dates to get my grades in, and I will face consequences if I don't follow those deadlines.

Academic Research

COM 110A01 requires students to complete academic research for all of their speeches and presentations. Academic research is research completed using Milner Library's databases and other resources provided by the university. Sometimes this type of research is referred to as scholarly because it goes above and beyond what many students completed in high school. Academic and scholarly research is not using the internet for a quick search, it's research that may take some time and reflection in order to find the best (nonbiased) sources and information. All sources students use in their speeches and presentations must be orally cited completely and correctly and students must provide an APA formatted reference page for all speeches and presentations. Speeches and presentations handed in without oral citations and/or an APA formatted reference page may be considered plagiarism, and students will risk earning a zero for that assignment.

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, including web-based resources like ChatGPT or AI, will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

Communication Lab (Fell 032/034)

Students are encouraged to visit the communication lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the communication 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 communication lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule a time in the communication 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 complete 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 communication lab. If you need to change or cancel your appointment, you will need to call the Communication 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 communication lab again.

The communication lab is monitored and run by communication graduate teaching assistants. They do not have the qualifications or experience to assist you with the group lesson plan assignment. Therefore, do not use the communication lab as a resource for your group lesson plan. Then for the persuasive speech and discussion, you may use the communication lab for the persuasive speech, just inform the attendant that you are in COM 110a01, and the speech is 3-5 minutes but still follows all of the other requirements for a persuasive speech. The attendants do not have the qualifications or experience to assist you with the persuasive discussion portion of the assignment.

Campus Health and Safety Guidelines

Even though most of the pandemic is behind us, we need to be cautious about campus health and safety. If Illinois State mandates masks or face coverings, students will be expected to wear them in the classroom. Students who do not comply will be asked to leave and may only return when they are in compliance. This is the same for any other health and safety guidelines university leaders deem important.

Additionally, I ask that all students respect each other. If a student would like to wear a mask or face covering, they may. I may wear one every now and then. I also may ask students to wear a mask if we are in my office or in close contact. Please be respectful of everyone.

Student Accommodations

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.

Course Syllabus & Schedule

While I am an extremely organized person and have a very intense syllabus (thank you for reading through this very extensive syllabus), sometimes changes need to be made. Therefore, the contents of this syllabus and the course schedule could change during the semester. Students will be notified of any changes and all changes will also be reflected on the class's Canvas site.

Students need to remember that the syllabus is in effect for the entire semester. All policies and information within apply to the entire semester. A policy will not change mid-semester, unless a dire need is evident, and in that case the class will be informed.

Sometimes what happens is that a student gets a bit too comfortable in class (especially at the end of the semester) and will assume that I will take an assignment after a due date, or I will allow for a resubmission. This will not be the case. All policies apply to all students for the entire semester. I will stay strict on this, as this will show that I am consistent with all students. As a student, you may feel that that's not fair, I respect those feelings, though I hope you understand that I have to manage over 150 students during a semester, and I need a system (like course policies) in order to stay organized.

Behavior Expectations

I expect all students to act as mature college students. This includes respecting the time of the instructor and the other students in the room. We are a diverse class with diverse viewpoints and backgrounds. It is possible you may not agree with a peer's speech topic, it is possible you may not get along with others in the class. Understanding another's ideas and background can help us become better communicators and people.

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.

In general, I ask students to be respectful to everyone in the class. That includes students, the instructor, and any class guests. We are all adults, and I expect students to act accordingly.

Evaluation – Spring 2024

*** Subject to Change ***

Assignment	Points Valued	Due	Your Score
Written Assignments – On Canvas (85 points)			
Student Information Form	10	1/18	
CIP	45	1/25	
Informative Speech Self Eval/Reflection	15	2/27	
Persuasive Speech Self Eval/Reflection	15	4/4	
Quizzes – On Canvas (160 points)			
Syllabus Quiz	20	1/18	
Quiz #1	30	2/6	
Quiz #2	30	2/29	
Mid-Term Quiz	20	3/7	
Persuasive Quiz	30	4/9	
Final Quiz	30	5/2	
Speeches – Outlines on Canvas/Speeches In-Person (360 points)			
Introduction Speech	25	1/23	
Informative Speech	100	2/20, 2/22, 2/27	
Persuasive Speech & Discussion	100	3/28, 4/2, 4/4	
Group Lesson Plan	100	4/25, 4/30	
Personal Narrative Speech (Flipgrid)	35	5/9	
Participation/Other (75* points)			
Group Peer Evaluation Form	10	4/30	
Attendance	35*		
<i>Participation/In Class Points</i>	30*		
Extra Credit		5/2	
Totals			
Class Total	680*	Tabulated on 5/9	

* This total could change (+/-) based on in class activities. Canvas will update accordingly.

Grading Scale By Points: 680-615 (A); 614-549 (B); 548-483 (C); 482-417 (D); 416-0 (F)

** Please review all assignment details on Canvas for assignment due times. **

** Note that speech outlines & APA reference pages need up be uploaded to Canvas prior to your presentation date and that students will not be able to present if their outline & APA reference page is not uploaded to Canvas prior to their presentation.

Optional Completed Draft Outline Check Due Dates (Submitted via Canvas):

- Informative Speech – 2/15 by 10:00.00AM
- Persuasive Speech & Discussion – 3/26 by 10:00.00AM
- Group Lesson Plan – 4/23 by 10:00.00AM

Tentative Schedule for Spring 2024 - *Subject to Change*

Week	Date	Day	Material Covered	Assignments Due
1	1/16	T	Course Overview Syllabus/Canvas	
	1/18	R	Chapters 1 & 2	Syllabus Quiz Student Information Form
2	1/23	T	Course Review Assign Informative Speech	Introduction Speech
	1/25	R	Informative Speech Topic Sign Up Chapters 3 & 7 – Doing Research	CIP
3	1/30	T	Chapters 4 & 6	
	2/1	R	Chapters 8, 9, & 10	
4	2/6	T	Putting Together Your Outline	Quiz #1 <i>Informative Draft Check</i>
	2/8	R	Chapters 12 & 13 – Delivery Practice Sample Speech	
5	2/13	T	Chapter 11 – Speech Review Outline Review/Correction Activity	<i>Visual Aid Check</i>
	2/15	R	Workday	
6	2/20	T	Informative Speeches	
	2/22	R	Informative Speeches	
7	2/27	T	Informative Speeches	Informative Self Eval
	2/29	R	Assign Persuasive Speech Chapter 16	Quiz #2
8	3/5	T	Persuasive Speech Topic Sign Up Chapter 17 Mid-Course Evaluation (Bring Pen)	
	3/7	R	Workday	Mid-Term Quiz
9 – Spring Break	3/12	T	Class Does Not Meet	
	3/14	R	Class Does Not Meet	
10	3/19	T	Argument Model Review Simonds Cooper C6/Leading Discussions	<i>Visual Aid Check</i>
	3/21	R	Outline & Oral Citations Review	<i>Persuasive Draft Check</i>
11	3/26	T	Workday	
	3/28	R	Persuasive Speeches & Discussions	
12	4/2	T	Persuasive Speeches & Discussions	
	4/4	R	Persuasive Speeches & Discussions	Persuasive Self Eval
13	4/9	T	Assign Group Lesson Plan Chapters 14, 15, & Gray 08	Persuasive Quiz
	4/11	R	Meet in the Library	
14	4/16	T	Workday	
	4/18	R	Group Lesson Plan Check In Final Assignment Review	
15	4/23	T	Workday	
	4/25	R	Group Lesson Plans (1, 2)	
16	4/30	T	Group Lesson Plans (3, 4)	Group Peer Eval
	5/2	R	Course Wrap Up/Chapter 18 Final Course Evaluation (Bring Pencil)	Final Quiz Extra Credit
17 (Exam Week)	* Personal Narrative Due (Canvas Assignment & FlipGrid): 5/9 * Class will not meet during Finals Week – No Written Final Exam			

