COMMUNICATION AS CRITICAL INQUIRY (COM 110)

“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”
—Nelson Mandela

Instructor: Chelsea Oshita
Email: choshit@ilstu.edu
Office: Fell Hall 280C
Office Phone: (309) 438-3672
Office Hours: T: 9:15-11:00am, or by appt.

Classroom: Fell Hall 123
Section: COM 110-07
Meeting: T/TH 8:00-9:15am

TEXTS

(Textbook Materials with Access Codes Available at Campus Bookstores - See below).


(Available at the School of Communication Resource Center - Basement of Fell - See below)

COURSE MATERIALS

**COM 110 Textbook:** You are required to have an eText Access code for Com 110, which will allow you to access the textbook as well as other materials necessary for the completion of the course. You will register this code with Pearson as well as with your instructor so please do not discard this access code or your receipt of purchase. Access codes may only be registered once per student and will go offline once the semester is completed. If you prefer to also have a hard copy of the text, you may purchase it once you have registered your online access code for an additional fee.

*Spiral Workbook Purchasing Procedures:* Students will purchase the spiral workbook (Com 110 Communication as Critical Inquiry) through the School of Communication online store using a credit, debit, or monetary gift card. The website can be found at the following address:


The workbook will cost $31 plus tax and will be available for the students to pick up in the Communication Resource Center located in the Lower level of Fell Hall, Room 34, 1-2 business days after the online purchase. Students will need to show their ISU ID card and Resource Center workers will verify they have purchased the book and give it to them at that time.

**Additional Materials**
- Note cards (4”x6” or smaller)
- A Stapler

**COMMUNICATION AS CRITICAL INQUIRY: COURSE GOALS**
Communication as Critical Inquiry (Com 110) seeks to improve students’ abilities to express themselves and to listen to others in a variety of communication settings. Effective oral communication is viewed as an essential life skill that every person must possess in order to function in today’s society. The course
emphasizes participation in a variety of communication processes in order to develop, reinforce, and evaluate communication skills appropriate for public, small group, and interpersonal settings. The course content and experiences will enable students to assume their responsibilities as speaker-listener-critic in a culturally diverse world. In short, the course is designed to make students competent, ethical, critical, confident, and information literate communicators.

COM 110 addresses the following General Education outcomes:

II. intellectual and practical skills, allowing students to:
   a. make informed judgments
   c. report information effectively and responsibly
   e. deliver purposeful presentations that inform attitudes or behaviors

III. personal and social responsibility, allowing students to:
   a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community
   c. interact competently in a variety of cultural contexts

IV. integrative and applied learning, allowing students to:
   a. identify and solve problems
   b. transfer learning to novel situations
   c. work effectively in teams

*Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

MY TEACHING PHILOSOPHY

The two key values that I believe are crucial to a healthy classroom setting are trust and respect. My goal is to create a comfortable environment for all parties where there is a feeling of community instead of competition. You are working together, not against each other, for grades. As students, the more comfortable you are with your classmates, the easier (and more fun!) the semester will be. We are a team, and we need to rely on each other in order to be successful.

I am here to help you and make this class beneficial for all of us. Communication is key in all classes, careers and relationships. I want to communicate well with each of you, so please be sure to communicate with me as much as you may need. I am very excited for this class, and will come prepared and excited to teach. I ask that you bring your best attitude and desire to learn to this class as well. Together, we will make this class beneficial and have a good time doing it.

Please do not hesitate to ask questions, or ask for help, in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.) If you have any special needs that it would help for me to be aware of, please let me know.

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.

ASSIGNMENTS:

INTRO SPEECH: The first day of class, you will be required to deliver a 2-minute speech in which you
will introduce yourself to your fellow students. The goal of this speech is for you to gain practice speaking in front of an audience, while getting to know your classmates.

EXAMS: 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. You must arrive on time for each exam in order to complete the assignment. Students who arrive to the exam more than 10 minutes late (without an excused absence or reasoning) will be considered absent and will not be allowed to complete the assignment.

FORMAL SPEECHES: Each student will present three speeches:

A. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources)
   i. Assignment can be found on pages 10-11 in your workbook.
      1. With this speech you are required to turn in:
         a. Instructor Evaluation Form, to be filled out by me (pg. 15)
         b. Self Evaluation Form (pg. 16)
         c. Peer Evaluation Form, to be turned in on an assigned day (pgs. 17-18)
         d. Outline with references-final version for all students due the first day of speeches (examples on pgs. 20-38)

B. Group presentation (25-30 minutes, no more than 30:30; at least 10 sources)
   i. Assignment can be found on pages 46-47 in your workbook.
      1. With this speech you are required to turn in:
         a. Instructor Evaluation Form (pg. 50)
         b. Peer Evaluation Sheets-due the day you present (p. 51)
         c. One collective outline with references (example on pgs. 53-61)

C. Persuasive speech (5-7 minutes, no more than 7:30; at least 5 sources)
   i. Assignment can be found on pages 64-65 in your workbook.
      1. With this presentation you are required to turn in:
         a. Instructor Evaluation Form (pg. 66)
         b. Self-Evaluation Form-due the next class after your speech (pg. 67)
         c. Outline with references-final version due the day you speak (examples on pgs. 70-80)

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

All three speeches must be completed to pass the course. Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and references are required for each (a sample will be provided) and are to be turned in prior to presenting. Speeches cannot be delivered without having turned in a hard copy of the outline. You will also be required to submit a preliminary outline to me for comments prior to your presentation date.

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

SPEECH LAB
You are required to visit the speech lab for your informative speech and are encouraged to attend the speech lab for each following speech. It is recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule time in the speech lab, call 438-4566 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 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.

PREPARING TO PARTICIPATE CHAPTER ASSIGNMENTS (P2Ps)
Each chapter of the text includes questions entitled “Preparing to Participate.” Students are expected to complete all 18 Preparing to Participate assignments (P2Ps). I will collect 12 of the 18 P2Ps throughout the semester; however, days will be random. Each P2P is worth 5 points.

P2Ps must be typed to be collected for points, please staple all pages together. Points will be taken off if homework is turned in unstapled or incomplete.

** Even if the question says “List Items” you must describe the items in order for your answers to be taken for full credit! **

These P2Ps will serve as an important part of your study guide for the Midterm and Final. Doing the P2Ps will not only allow you to be a more valuable participator in our classroom discussion, but will also serve as excellent study tools for your exams.

PARTICIPATION ARGUMENT
Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential to a positive learning experience. Participation requires more than being present in class; it is a demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. Twice during the semester, I will ask that you provide me with a one-page explanation of what your participation grade should be. You are welcome to make this paper creative. I will take in account your justification and my attendance records to make the final decision of your participation and justification grade. Points for more than 2 missed classes will be taken from the second Participation Argument paper (please see Course Policies below.) Remember, your participation grade is entirely in your control!

COMMUNICATION IMPROVEMENT PROFILE (CIP)
This is a short paper (2-4 pages double-spaced) in which you will analyze your own communication style, strengths and weaknesses. You will also discuss what your goals and expectations are for your improvement in this course, and include a plan of action that you will use to achieve those goals. The CIP assignment details can be found on page 87 of your spiral binder.

With your CIP paper you will turn in:
1. Grading Criteria and Evaluation Form (p. 88)
2. CIP Template (pgs. 89-90)
FINAL SYNTHESIS PAPER
In this paper (3-5 pages, double-spaced), you will reflect on your progress over this semester in COM 110. Identify at least three skills you think you improved on, and three skills you can continue to improve on. Your speeches will serve as the evidence of the claims you are making and you are to reference them in your paper.
In addition to the 3-5 page synthesis paper, you will write a paragraph about each of your speeches (for a total of three paragraphs). In the paragraph, include your speech topic, your main points, what you thought you did well in the speech, and what you believe you could have improved on. These three paragraphs should be written on the same page and stapled to the front of your synthesis paper.

a. Synthesis Paper Grading Criteria and Evaluation Form (pg. 92)
b. Synthesis Paper Template (pgs. 93-94)

ACTIVITIES
You are expected to come to class and be prepared to engage in activities and discussion with your peers. I do not want to lecture on notes you have already read and I KNOW you do not want to listen to a lecture the whole time 😃 Activities will be done in class and cannot be made up. Detailed instructions will be given at the appropriate times.

ASSIGNMENT FORMAT

Please make your headings for ALL assignments uniform. I will provide an example, which I will expect you to follow. Your work should be double spaced (with the exception of your outlines), Times New Roman, 12 pt. font and will have 1 inch margins, the heading should be SINGLE SPACED on the first page ONLY. Points will be deducted for assignments that are not formatted correctly.

ALL ASSIGNMENTS MUST BE TYPED AND STAPLED OR POINTS WILL BE DEDUCTED.

For all assignments, please follow this format (see example below)

Your name Chelsea Oshita
Date January 17, 2017
Course Title and Section Number COM 110-07
Assignment Chapter 1 P2P

EVALUATION:
*Syllabus contract must be signed before I can grade your work.

<table>
<thead>
<tr>
<th>Speeches (and drafts)</th>
<th>330 pts.</th>
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<tbody>
<tr>
<td>Informative Rough Draft</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Informative Speech</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Group Rough Draft</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Persuasive Rough Draft</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>100 pts.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Participation/Assignments</th>
<th>TBA</th>
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<tbody>
<tr>
<td>P2Ps (12x5)</td>
<td>60 pts.</td>
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<table>
<thead>
<tr>
<th>Papers</th>
<th>90 pts.</th>
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</thead>
<tbody>
<tr>
<td>CIP Paper</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Synthesis Paper</td>
<td>50 pts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams</th>
<th>200 pts.</th>
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</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
</tr>
</tbody>
</table>

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F Below 60%
**Extra Credit Opportunities**
- Participate in the COM Research Pool: Up to 5 pts.
- Attend Speech Team Performance Nights: Up to 4 pts.
- Occasional in-class activities: TBA

Grades cannot be discussed through email or in class. If you have questions about an individual or overall grade, contact me during office hours or set up a meeting.

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**
Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication’s Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

https://sites.google.com/site/ilstusocstudies/

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. Each Research Credit is worth an additional 0.5% of your total possible final grade in this course. For example, if you participate in a research study that requires you to spend an hour in a lab (i.e., 1 Research Credit), and your course is based on a 1000-point total, your participation would provide 10 points to your final grade. Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. I will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is your responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, please be sure to have your name, ULID (i.e., the part of your email before @ilstu.edu), instructor name, and course and section number ready, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 5% of your final course grade can be earned from extra credit opportunities via the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study.

For each research study you participate in, I will award 1 point of extra credit (up to 5 total points)

**COURSE POLICIES**
1. Attendance is the key to success. Regular attendance will be expected and I will take attendance every day. Your absence will result in loss of participation points, depending on what the class does that day. If you are more than 10 minutes late to class, you will be marked absent (except for an
extreme circumstance) and your work will be considered late. You are always responsible for all material distributed in your absence.

2. I understand that “life happens”, therefore you will be allowed two unexcused absences that you may use whenever you like throughout the semester. These days cannot, however, be used on your speech day, a classmate’s speech day, group work days, or an exam day. Note that I still do not accept late homework if you choose to not come to class. If you miss more than two classes, points will be deducted from your overall participation grade. After the third absence, I will deduct three points per absent day. The chart below provides an example:

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Points Deducted from Participation Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>-3</td>
</tr>
<tr>
<td>4</td>
<td>-6</td>
</tr>
<tr>
<td>5</td>
<td>-9</td>
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<td>6</td>
<td>-12</td>
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<tr>
<td>7</td>
<td>-15</td>
</tr>
<tr>
<td>8</td>
<td>-18</td>
</tr>
<tr>
<td>9</td>
<td>-21</td>
</tr>
</tbody>
</table>

3. Note, any/all materials are handed out only once. If you are not in class to receive them, you should obtain the information from a fellow student.

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

5. Please do not be late for class. Attendance will be taken at the beginning of each class session (this usually involves a game and a chance to get to know your fellow classmates better. After more than 10 minutes students who are late without notice are marked absent. You don’t want to miss this.) The third time you are late to class, you will have to write a one-page paper detailing why you can’t make it here on time. Also, if you are late on a speech day, NEVER come into the classroom during a speech. Wait outside until you hear applause and the conclusion of the speech. Tardiness on speech days will result in the loss of all participation points for the day.

6. We are a support system for each other because public speaking can be a scary proposition. Therefore, participation points will be given every speech day for peer evaluations, and if you skip a speech day when you are not presenting, you will lose 10% off the grade for your speech and all the participation points for the day. Show up to class and support your classmates because they will do the same for you.

**ILLINOIS STATE UNIVERSITY OFFICIAL EXCUSED ABSENCE POLICIES**
These can be found on the following website: [http://policy.illinoisstate.edu/students/2-1-20.shtml](http://policy.illinoisstate.edu/students/2-1-20.shtml)
ILLINOIS STATE UNIVERSITY BEREAVEMENT POLICY
In the event that a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.
Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: http://policy.illinoisstate.edu/students/2-1-27.shtml

BEHAVIORAL EXPECTATION POLICY
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.

CHEATING/PLAGIARISM
Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

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

GRADE APPEALS
If you disagree with a grade you have been given in this class, you have up to one week after the assignment was returned to make an argument. In order to do this, YOU MUST follow the evaluation challenge sheet in your spiral book. I will inform you of my decision before your next class period. Specific grades cannot be discussed via email.

SPECIAL NEEDS
Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).
MENTAL HEALTH RESOURCES
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, 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.

CELL PHONES/TEXTING
Because this class is a blast, you should never need to look at an electronic device for amusement. All electronic devices (including cell phones) must be put away for the duration of class. If I see you using electronic devices during class, I will assume that you need extra entertainment and you will be required to deliver a short impromptu speech on a topic of my choice. If your phone rings during someone else’s speeches or you are texting/on your phone, you will lose 10% off your own speech grade.

LATE WORK
All work is expected on the date it is due. Late assignments WILL NOT be accepted. I will work with you if you have a legitimate reason for your absence (determined by me) and arrangements have been made with me prior to the class meeting. I want to help you in any way possible but will not accept less than your full effort. Like most instructors, I am more understanding if you keep me informed—if you encounter problems, please let me know right away.

COMMUNICATING WITH ME
Prior to contacting me, please review the syllabus policies and assignments—your answer will likely be found there. Otherwise, I expect that email communication be of professional quality. Email is the best way to get in contact with me if you have questions or concerns, and I am usually able to respond fairly quickly. Please allow at least a 24-hour response time during the week and 48-hours on the weekend.

In the subject line of your email, please list your first and last name, course number (COM 110), section number (07) and general subject of your inquiry. Since I teach multiple classes, this helps me to stay organized and respond to you as quickly as possible. If I have not responded within 24-hours, check to make sure the email was sent and follows the formatting indicated in this syllabus, send a follow-up email, and kindly wait for my reply.

Additionally, please note that I will NOT respond to emails that are not written professionally. When sending an email, please open with a greeting and end the email with your name. Emails such as “Hey, what’s due tomorrow?” (it’s surprising how often I get this), will be ignored.

OVERALL: I love teaching this class, and am so looking forward to getting to know each of you! I know public speaking is a big source of anxiety and fear for many people, but together we will develop and practice tools to manage it. Your fellow classmates and myself will be your biggest cheerleaders. Another part of class that is very important is reading and following directions. I will ask you to read this syllabus before class starts; if you read this sentence, bring me a sticky note with your full name and your favorite animal on it, and I will give you two points of extra credit!
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DAY</th>
<th>CHAPTER</th>
<th>MATERIAL COVERED</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>T</td>
<td></td>
<td>Review Syllabus, Assign Intro Speech</td>
<td>Show Up</td>
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<tr>
<td></td>
<td>1/19</td>
<td>TH</td>
<td></td>
<td>Intro Speeches Syllabus Contracts Due</td>
<td>Intro Speeches Purchase Spiral</td>
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<tr>
<td>2</td>
<td>1/24</td>
<td>T</td>
<td>1 &amp; 2</td>
<td>Intro to Communication &amp; Communication Confidence; Assign CIP</td>
<td>Ch. 1 &amp; 2 P2P</td>
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<tr>
<td></td>
<td>1/26</td>
<td>TH</td>
<td>3 &amp; 4</td>
<td>Ethical Communication &amp; Perception and Self Concept</td>
<td>Ch. 3 &amp; 4 P2P</td>
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<td>3</td>
<td>1/30</td>
<td>T</td>
<td>5</td>
<td>Choosing Topics; Assign Informative Speeches</td>
<td>Ch. 5 P2P CIP Paper Due</td>
</tr>
<tr>
<td></td>
<td>2/2</td>
<td>TH</td>
<td>6 &amp; 7</td>
<td>Analyzing Audience &amp; Supporting Material</td>
<td>Ch. 6 &amp; 7 P2P</td>
</tr>
<tr>
<td>4</td>
<td>2/7</td>
<td>T</td>
<td>8 &amp; 9</td>
<td>Organizing Ideas &amp; Outlining</td>
<td>Ch. 8 &amp; 9 P2P Info Topic Due</td>
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<td></td>
<td>2/9</td>
<td>TH</td>
<td>10 &amp; 11</td>
<td>Intros and Conclusions &amp; Appropriate Language</td>
<td>Ch. 10 &amp; 11 P2P</td>
</tr>
<tr>
<td>5</td>
<td>2/14</td>
<td>T</td>
<td>12 &amp; 13</td>
<td>Designing Presentation Aids &amp; Delivery</td>
<td>Ch. 12 &amp; 13 P2P</td>
</tr>
<tr>
<td></td>
<td>2/16</td>
<td>TH</td>
<td></td>
<td>One-on-One Meetings</td>
<td>Info Outline Due</td>
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<tr>
<td>6</td>
<td>2/21</td>
<td>T</td>
<td></td>
<td>Informative Speeches</td>
<td>Presentations</td>
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<td>2/23</td>
<td>TH</td>
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<td>Informative Speeches</td>
<td>Presentations</td>
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<tr>
<td>7</td>
<td>2/28</td>
<td>T</td>
<td></td>
<td>Informative Speeches; Midterm Review</td>
<td>Presentations</td>
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<tr>
<td></td>
<td>3/2</td>
<td>TH</td>
<td></td>
<td>Midterm</td>
<td>Show Up</td>
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<tr>
<td>8</td>
<td>3/7</td>
<td>T</td>
<td>14</td>
<td>Communicating in Groups; Assign Group Speech/Groups</td>
<td>Ch. 14 P2P</td>
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<td>3/9</td>
<td>TH</td>
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<td>Group Library Day</td>
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<td>9</td>
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<td>Spring Break!</td>
<td>No Class</td>
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<td>TH</td>
<td></td>
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<td>Spring Break!</td>
<td>No Class Group Topics Due</td>
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<td>10</td>
<td>3/21</td>
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<td>Group Work Day (attendance required)</td>
<td>Show Up Group Outline Due</td>
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<td>3/23</td>
<td>TH</td>
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<td>Group Meetings (meet in Fell 280C)</td>
<td>Show Up</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Day</td>
<td>Topic 1</td>
<td>Topic 2</td>
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<td>11</td>
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<td>Group Speeches</td>
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<td>3/30</td>
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<td>12</td>
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<td>15 Listening and Critical Thinking</td>
<td>Ch. 15 P2P</td>
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<td>16 Persuasive Principles; Assign Persuasive Speech</td>
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<td>13</td>
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<td>17 &amp; 18 Building Arguments Ch. 18 Activity</td>
<td>Ch. 17 &amp; 18 P2P</td>
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<td>TH</td>
<td>In Class Work Day</td>
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<tr>
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<td>4/20</td>
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<td>T</td>
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<td>Presentations</td>
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<td>4/27</td>
<td>TH</td>
<td>Review Day Pt.1</td>
<td>Synthesis Papers Due</td>
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<tr>
<td>16</td>
<td>5/2</td>
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<td>Review Day Pt. 2 (Ch.17)</td>
<td>Show Up</td>
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<tr>
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<td>5/4</td>
<td>TH</td>
<td>Final Exam Review Activity Day</td>
<td>Show Up</td>
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</table>

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

*Another Note: The University will post the final exam schedule later in the semester. Stay tuned for the finalized date; it will be sometime during the first week of May.*
Syllabus Contract

I have read the syllabus for Chelsea Oshita’s COM 110 class and agree to the terms for required coursework and acceptable classroom behavior.

Signature: __________________________________________________________

Name (please print): ___________________________ Date ______________

Date of Birth: __________________________________________________________

Hometown & State: ______________________________________________________

Major(s)/Minor(s): ______________________________________________________

If you could have dinner with one famous person dead or alive, who would it be & why?:

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

What is your dream job?:

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

Favorites
Movie or TV Show: _____________________________
Candy: _____________________________
Singer: _____________________________