COMMUNICATION AS CRITICAL INQUIRY (COM 110) SYLLABUS
Spring 2018

Instructor: Jacqueline Backer
Office: Fell Hall 053
Email: jbacke1@ilstu.edu
Classroom: Fell Hall 162

Office Hours: T/R 4:00pm-4:45pm*
Phone: (309) 438-7308
Section: 061
Meeting time: 5:00pm-6:15pm T/R

*Office meetings are also available by scheduling an appointment!

TEXTS


(Available at the School of Communication Resource Center in the basement of Fell —See below).

COURSE MATERIALS

EBook Access Code Purchasing Procedures: You are required to have an eBook for COM 110 as well as proof of its purchase, which will allow you to access additional materials through the Fountainhead Press website that are necessary for the completion of the course. Upon presenting proof of eBook purchase to your instructor, you will be given a login and password for accessing these materials. You may purchase eBook access directly from Fountainhead Press or from the bookstores.

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

http://Bit.ly/COM_110

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

Communication Resource Center (Fell 34) Hours of Operation (During the first 2 weeks of class):

Monday*—Thursday 9:00 a.m.-6:00 p.m.
Friday—9:00 a.m.-3:00 p.m.
*Closed on 1/15
ALSO REQUIRED:
- Access to a personal or public printer
- A stapler to staple ALL multiple page assignments
- Some mechanism that can record at least 8 minutes of video that can be uploaded to a computer (smartphone, tablet with video capabilities, laptop with web cam, or a classmate with said technology).
- A working ISU email account
- Note cards (3”x5”)
- A two-pocket folder dedicated specifically to this class
- Three ring 1” binder or some other sort of folder

COMMUNICATION AS CRITICAL INQUIRY (COM 110) COURSE GOALS

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

COM 110 addresses the following General Education outcomes:

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.

ASSIGNMENTS

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. If an exam is missed it cannot be made up, except for excused cases (defined later in syllabus). If you know you will miss an exam for an excused reason, I must be notified as far in advance as possible.

Quizzes: Quizzes may be added throughout the course of the semester if I feel that students are not doing the assigned readings. The format of quizzes will vary from multiple choice, true/false, and open answer.
Quizzes may be scheduled or they may be “pop quiz style” and will be administered in class. Quizzes cannot be made up.

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

A. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources) – **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) – pages 15 & 16
      b. Final version of your outline with references – format on pages 21-39
   2. The next class after your speech, you are required to turn in your Self-Evaluation Form – page 17

B. Group presentation (25-30 minutes, no more than 30:30; at least 10 sources) – **assignment can be found on page 47 & 48 in your workbook**
   1. With this speech, you are required to turn in:
      a. Instructor Evaluation Forms (one for each individual, and one for the group as a whole) – posted on ReggieNet
      b. One collective outline with references – example on pages 54-62
   2. The next class after your speech, you are required to turn in your Group Assignment Peer Evaluation Form – page 52

C. Persuasive speech (5-8 minutes, no more than 8:30; at least 5 sources; if using group speech topic at least 3 new sources in addition to sources used in the group speech) – **assignment can be found on pages 65 & 66 in your workbook**
   1. With this speech, you are required to turn in:
      a. Instructor Evaluation Form – page 67
      b. Outline with references – example on pages 71-81
   2. The next class after your speech, you are required to turn in your Self-Evaluation Form – page 68

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

***All three speeches must be completed to pass the course.***

Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. **Typed outlines and references in APA format are required** for each speech (a sample will be provided) and are to be turned in prior to presenting. **Speeches cannot be delivered without having turned in a hard copy of the outline.** You will always have the opportunity to submit a preliminary outline to me at least a week prior to your speech date in order to receive feedback. Outlines will NOT be accepted through email unless it is a rough draft.

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

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

**Participation:** Because Communication as Critical Inquiry is a skills-based, developmental course, participation is essential. Participation is a function of attendance, demonstration of having read the
material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. I understand that not all students are as comfortable participating vocally but contributions to discussion will be expected. Remember, your participation grade is entirely in your control!

Your participation grade will be determined by your completion of “Preparing to Participate” chapter questions within your book (“P2Ps” – each chapter is worth 5 points). **P2Ps can only be turned in for credit on days you attend class.** You are required to complete 16 of the 18 chapters. You are highly encouraged to complete the P2Ps for all chapters, as they will prepare you for discussion and serve as a study tool for the midterm and final exam. Depending on how the class’ participation is as the midterm and final exams approach, I may not make a study guide, in which case the P2Ps would serve as your only study material. There also might be additional exam incentives for completing P2Ps. **Points will be taken off if answers are not labeled, clear, or complete. Any question that asks you to “list” something – list AND define!!!** Also, you MUST use the P2P template provided on ReggieNet when answering P2Ps.

Another component of your participation grade will come from 10 “Application Assignments:” on assigned days (indicated in the schedule). You will turn in an assessment of your participation in the previous week’s classes (including how you prepared prior to class and how, specifically, you participated during class) as well as an elaborate example of how you saw one of the previous week’s concepts manifest in your personal life. Feel free to use the Application Questions in the book’s P2Ps as guides.

**Communication Improvement Profile (CIP):** This is a short paper (2-4 pages) in which you will analyze your own communication style, strengths, and weaknesses and discuss what your goals and expectations are for your improvement in this course. The paper will also discuss a plan of action that you will use to achieve those goals. The CIP assignment details can be found on page 88 your spiral notebook.

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

a. Grading Criteria and Evaluation Form – page 89
b. CIP Template

**Synthesis Paper (3-5 pages):** In this paper, you will reflect on your progress over this semester in COM 110. You should compile your portfolio before you write this paper. As you review the completed documents, identify at least three skills you think you improved on, and three skills you can continue to improve on. Use the items in your portfolio as the evidence of the claims you are making and reference them in your paper. The Synthesis Paper assignment details can be found on page 92 of your spiral workbook.

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

a. Synthesis Paper Assignment
b. Synthesis Paper Template

**Portfolio:** The portfolio is a collection of your work in this course throughout the semester. It will represent your insights, observations, experiences, and reflections that illustrate course content. **KEEP ALL COMPLETED WORK THROUGHOUT THE SEMESTER.** In your portfolio you will include and be graded on:

1. **Portfolio Evaluation Form** (for me to fill out):
2. **CIP:** This will have already been handed back.
3. **Speech Material:** All relevant materials such as instructor evaluations, outlines, references, peer and self-evaluations for three speeches.
4. **Final Synthesis paper (3-5 pages):** In this paper, you will reflect on your progress over this semester in COM 110. You should compile your portfolio before you write this paper. As you review the completed documents, identify at least three skills you think you improved on, and
three skills you can continue to improve on. Use the items in your portfolio as the evidence of the claims you are making and reference them in your paper.

a. **Synthesis Paper Assignment**
   b. **Synthesis Paper Template**

5. **Portfolio Appearance**: The portfolio should have a formal appearance. All writing should follow APA formatting- typed, double-spaced, Times New Roman size 12. Your portfolio should be displayed in a three-ring binder (1”) with organizational tabs indicating assignment division.

**COURSE POLICIES**

**Attendance:**
1. You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read, rather I will synthesize the material into discussions and activities where you will play a large role. Thus, regular attendance is expected. Excessive absences will affect your participation grade in this class. If you miss 4 classes, 10% of your participation grade will be deducted; 5 absences will deduct 20%; 6 absences will deduct 30%; 7 absences will deduct 40%; more than 7 absences means you will receive a 50% deduction on your participation grade. You are always responsible for all material distributed in your absence; I will not hunt you down.

2. If you have a legitimate reason for not being in class, you must tell me as far as possible in advance by email or 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. Excused absences are based on university policy. I may also excuse absences for medical reasons if proper documentation is presented by the class period of the student’s return.

3. Please do not be late for class. If you feel you have a legitimate reason that will keep you from being on time, please discuss it with me immediately. I take attendance at the very beginning of the class session. **Being more than 10 minutes late will count as an absence for that class meeting.** 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.

4. We are a support system for each other because public speaking can be a scary proposition. Therefore, **if you skip a speech day when you are not presenting without a prior arrangement or doctor’s note, you will lose 5% off the grade for your speech.** Please show up to class and support your classmates because they will do the same for you.

**Illinois State University Excused Absence Policy:**
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)

**Evaluation:**

| Speeches | 300 |
Informative Speech 100
Group Speech 100
Persuasive Speech 100
Exams
  Midterm Exam 100
  Final Exam 100
Participation
  P2Ps (5x16) 80
  Applications (5x10) 50
Assignments
  CIP Paper 30
  Synthesis Paper/Portfolio 100
  Library/Other TBA
Activities/Other
  Intro Speech 5
  Other TBA

**Extra Credit Opportunities**
(CYou can earn up to 10 extra credit points)
  Read the Syllabus… 2
  Research Studies (3x2) 6
  Speech Lab Visit 2

Total TBA

*assessment and point values subject to change* (all changes will be announced in class)

**Cellphones/Texting:** All cell phones are to be turned off and put away before class begins. If your phone rings during class, I reserve the right to answer it. If I see you texting during class, I will assume you are disinterested in what is going on in class and you will receive zero points for the day. Also, if your phone rings during someone’s speech, you are texting, or you are playing with your phone in any way, you will lose 10% off your own speech grade. Additionally, we will have enough fun in class that you should not need social media to keep you entertained. If you feel the need to tweet about our exciting class discussions, please wait to do so after class has ended.

**Laptops:** Since you will be finishing P2Ps prior to class and class time will be dedicated mostly to discussion and activities, there is no reason for you to bring a laptop. If you want to take additional notes, you can bring any form of paper and a writing utensil. I too have recently been a student and I know how tempting it is to chat with friends rather than typing notes, and I also know how distracting it is to watch someone next to me scroll through Pinterest or BuzzFeed. You can thank me later for saving you from lugging that extra technology with you.

**Assignment Due Dates:** All work is expected on the date it is due. Late assignments will not be accepted. I will work with you if you have a legitimate reason for your absence (determined by me/university policy/syllabus policy) 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. Any assignments due on a day of absence will only be accepted for points if you have discussed your absence with me prior to class AND if they are emailed prior to 5pm on the day of class, and then printed and brought to class during the next attended day. Also, I think this is a good spot to say that if you are reading this syllabus before our first class, bring a sticky note with your name and your favorite color to class with you on the first day of class and hand it to me as you arrive for 2 extra credit points!

**Assignment Format:** Please make your headings for ALL assignments uniform. I will provide an example (below), which I will expect you to follow. Though your work will be double spaced (with the exception of your outlines), 12 pt. font and will have 1 inch margins, the heading should be SINGLE
SPACED and on the first page ONLY. Points will be deducted for assignments that are not formatted correctly. **All assignments must be stapled or points will be deducted at my discretion.**

Your name  
Jacqueline Backer  
Date  
January 18, 2018  
Course Title and Section Number  
COM 110-061  
Assignment  
Ch. 1 P2Ps

**Contacting the Instructor:** 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, following a letter format addressing me and signing yourself. When using email to communicate with me, please identify yourself and the class for which you have an inquiry. In the subject line of your email, please list your course (COM 110) and a general subject of your inquiry. **I will only accept emails from an ISU email account.** Failure to do any of these things may result in the email being deleted without consideration. **ALWAYS check the syllabus prior to emailing me, as the answer will likely be found here.** If you ask a question in an email that is answered in the syllabus, the email will not be responded to.

If you choose to contact me through email, please be patient and allow 24 hours for a response during the week (Monday through Thursday) and 48 hours on weekends (Friday-Sunday). If an email is sent an hour before class, it should not be expected that I will respond within the hour. Consider timeliness and be considerate when choosing an appropriate email time regardless of the fact that my phone receives email. If I have not responded within 24 hours, check to make sure the email was sent and follows the formatting indicated in this syllabus, send a follow-up email, and kindly wait for my reply. On the other hand, **I also expect you to check your email at least once a day, as this may be a way I communicate important information between classes.**

**Illinois Articulation Initiative:** The Illinois Articulation Initiative is designed to allow students to transfer course credit between institutions. The IAI requires that all COM 110 students present at least three speaking opportunities that include research and are five minutes, or longer, in duration.

**Speech Lab:** You are encouraged to visit the speech lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the speech lab at least one week before your speech so you have enough time to synthesize the feedback received from the attendant and incorporate it into your speech. Ultimately, the speech lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule time in the speech lab, call 438-4566 or come to Fell 032 and schedule an appointment in person. If you wish to video-record your presentation, please tell the attendant when booking your appointment. Remember to book your appointment early, as there are a great number of students trying to make appointments. You must bring a completed outline to the appointment. **You must also schedule an appointment at least 24 hours before the date you are scheduled to deliver your speech in class, or you will not be able to use the speech lab. If you need to change or cancel your appointment, you will need to call the Speech Lab at 438-4566 or stop by in person (Fell Hall 032) 24 hours in advance. If you fail to cancel your appointment 24 hours in advance you will not be allowed to use the speech lab again.**

**Cheating/Plagiarism:** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.
Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

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

**Illinois State University Bereavement Policy:** If a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: http://policy.illinoisstate.edu/students/2-1-27.shtml

**BEHAVIORAL EXPECTATIONS POLICIES**

**Professional Courtesy:** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Presentation Etiquette:** On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a presentation is in progress.

**Behavioral Expectation Policy:** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.
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 2 points of extra credit (up to 6 total points).

*Note: At any point throughout the duration of this course I reserve the right to change the syllabus and course schedule details. All changes will be announced in class.

TENTATIVE COURSE SCHEDULE

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Chapter</th>
<th>Material Covered</th>
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<td>• Course introduction &amp; Syllabus highlights</td>
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<td>1/18</td>
<td>Th 1</td>
<td>“Any Old Bag” Presentations</td>
<td>- Syllabus Contract -Folder for Class -Ch. 1 P2Ps</td>
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<td>1/23</td>
<td>T 2 &amp;3</td>
<td>Communication Confidence</td>
<td>- Chs. 2 &amp; 3 P2Ps -Spiral Workbooks -Application 1</td>
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<td>1/25</td>
<td>Th 4, 5, &amp; 6</td>
<td>Perception &amp; Self-Concept - Choosing Topics - Analyzing Your Audience</td>
<td>- Chs. 4, 5 &amp; 6 P2Ps -CIP - Application 1</td>
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<td>1/30</td>
<td>T 7</td>
<td>Locating &amp; Incorporating…</td>
<td>- Ch. 7 P2Ps - Application 2 -3 Informative Speech Topic Ideas</td>
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<td>2/1</td>
<td>Th 8 &amp; 9</td>
<td>Organizing Ideas - Outlining the Presentation</td>
<td>- Chs. 8 &amp; 9 P2Ps -Task assigned at beginning of class -Application 3 -APA Journal Article</td>
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<td>Informative Speech Workshop Day *Bring laptops</td>
<td>-Task assigned at beginning of class -Application 3 -APA Journal Article</td>
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<td>2/8</td>
<td>Th 10 &amp; 11</td>
<td>Beginning &amp; Ending… - Designing Presentation Aids</td>
<td>- Chs. 10 &amp; 11 P2Ps</td>
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<td>2/13</td>
<td>T 12</td>
<td>Using Appropriate Language</td>
<td>- Ch. 12 P2Ps -Application 4</td>
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<td>Delivering the Presentation</td>
<td>- Ch. 13 P2Ps -Application 5</td>
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<td>Graded In-Class Activity</td>
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<td>Informative Speech</td>
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<td>Midterm Review - Assign Group Speech</td>
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<td>Midterm Exam (Chs. 1–13)</td>
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<td>3/20</td>
<td>T 14 &amp; 15</td>
<td>Communicating in Groups - Listening &amp; Critical Thinking</td>
<td>- Chs. 14 &amp; 15 P2Ps - Group Topics</td>
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<td>3/22</td>
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<td>Group Speech Workshop Day *Bring Laptops</td>
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<td>Graded In-Class Group Activity - Assign Persuasive Speech</td>
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<td>3/29</td>
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<td>Group Speeches</td>
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<td>-Ch. 16 P2Ps</td>
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<td>-3 Persuasive Speech Topic Ideas</td>
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Syllabus Contract

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

Name (Print): __________________________ Signature: __________________________

Date: ___________________________ Student ID #: __________________________

Hometown: __________________________ Major(s)/Minor(s): __________________________

Please list any previous public speaking experience, if any:

Please identify the other courses you are taking this semester, along with the days and times of those classes.

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

What are 3 hobbies/extracurricular activities that you enjoy?

If you could have dinner with one famous person (dead or alive), who would it be and why?

FAVORITES:

Candy ______________________ Favorite Song (Currently) __________________________

Color _________________ Music Genre _________________ TV Show ___________________