COMMUNICATION AS CRITICAL INQUIRY (COM 110)

Instructor: Natifie Williams  Office Hours: Mon & Wed 10 a.m.-11 a.m. or by appt.
Office: Fell 280  Phone: (309) 438-3672
Email: nwillia@ilstu.edu  Section: 017
Classroom: Fell 180  Meeting time: Mon, Wed, & Fri 9 a.m.-9:50 a.m.

*Email is the best way to contact me.

TEXTS

(Access Codes to eTexts available at campus bookstores—See below).


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

COURSE MATERIALS
E-Textbook Purchasing Procedures. 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.

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://tinyurl.com/o8jjxke

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.

Communication Resource Center Hours of Operation (Fell Hall- Lower Level)

<table>
<thead>
<tr>
<th>Week 1 (Fell 034)</th>
<th>Week 2 (Fell 034)</th>
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<tbody>
<tr>
<td>Monday-Thursday 9 a.m.-7 p.m.</td>
<td>Monday -Thursday 9 a.m.-7 p.m.</td>
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<td>Friday 9 a.m.-3 p.m.</td>
<td>Friday 9 a.m.-3 p.m.</td>
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ALSO REQUIRED
- Some mechanism that can record at least 8 minutes of video that can be uploaded to a computer (smartphone, tablet with video capabilities, laptop with web cam, or a friend/classmate with said technology).
- A three-ring binder (1”) to be used for the course portfolio
- A working ISU email account

SUGGESTED MATERIALS:
- Note cards (4”x6” or smaller)
- A stapler (I only accept stapled assignments)

COMMUNICATION AS CRITICAL INQUIRY (COM 110) COURSE GOALS

1) Students will become more competent communicators (using knowledge, skill, motivation, and judgment).
2) Students will become more critical consumers and producers of ideas and information (using analytical reasoning skills in the reception, collection, and presentation of ideas).
3) Students will conduct background research necessary to develop well-informed presentations.
4) Students will evaluate the communication skills of others (identifying effective and ineffective aspects of oral presentations).
5) Students will become more competent in communicating in small group discussions (articulating and defending their own ideas as well as listening to and considering the ideas of others).
6) Students will become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

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:

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

ASSIGNMENTS:

INTRO SPEECH: You will be required to deliver a 2 minute speech in which you will introduce yourself to your fellow students during the first week of class.

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.

FORMAL SPEECHES: Each student will present three formal speeches:
   a. **Informative speech** (5-7 minutes, no more than 7:30 mins; at least 5 sources) (Visual aid cannot be any longer than 30 seconds)
      i. **Assignment can be found on page 10 in your workbook.**
         1. With this speech you are required to turn in:
            a. Instructor Evaluation Form (pg. 15)
            b. Pre-Speech self-survey (pg. 16-17)
            c. Post Speech Self-survey )pg. 20-21)* Turn in after speech
            d. Outline with references-final version due the day you speak
               (example on pg. 23-28)
   b. **Group presentation** (18-20 minutes, no more than 20:30 minutes; at least 10 sources)
      (Visual Aid cannot be any longer than 1 minute)
      i. **Assignment can be found on page 49 in your workbook.**
         1. With this speech you are required to turn in:
            a. Instructor Evaluation Form (pg. 53)
            b. Peer Evaluation Sheets-due the day you present (pg. 54)
            c. One collective outline with references (example on pg. 56)
   c. **Persuasive speech** (5-7 minutes, no more than 7:30 mins; at least 6 sources) (Visual aid cannot be any longer than 30 seconds)
   d.
      i. **Assignment can be found on page 67 in your workbook.**
         1. With this presentation you are required to turn in:
            a. Instructor Evaluation Form (pg. 69)
            b. Self-Evaluation Form-due the next after your speech (pg. 70)
            c. Example outline (with references) that will be emailed you

All three speeches must be completed to pass the course. You will also upload all three of your speech outlines onto MediaShare. Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Going over maximum time limits will result in point deductions on overall impression. Typed outlines and references are required for each (a sample will be provided). All informative outlines are due the week before the first speaking day. The group and persuasive speech outlines will be due the day you present. If you fail to present your speech or turn in your outline on the assigned day, you will be required to make it up in the speech lab with a 50-point deduction (at the discretion of the instructor with a valid excuse).

**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.

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. The CIP assignment details can be found on page 90 of your workbook.

With your CIP paper you will turn in:
1. Grading Criteria and Evaluation Form (pg. 91)
2. CIP Template (pgs. 92-93)
3. Critical Thinking Self-Assessment (CTSA) & Ethical Communication Self-Assessment (ECSA) Pre-Test (pgs. 94-97)

SYNTHESIS: In this paper, you will reflect on your experiences as a COM 110 student. Specifically, you will explain how the material learned in this class can be applied to your personal and professional life. You will also discuss ways you have improved as a communicator throughout this class, as well as the areas in which improvement is still necessary. The directions for the synthesis paper can be found on page 98 in your workbook.

PREPARING TO PARTICIPATE CHAPTER ASSIGNMENTS (P2Ps): Each chapter of the text includes questions entitled “Preparing to Participate.” You are required to answer the “knowledge” and “application” questions for the 18 chapters. These P2P’s will prepare you for discussion and serve as a study tool for the midterm and the final. Each chapter MUST be typed, turned in during class, free of grammatical contractions and errors, in full sentences, and turned in on the day it will be collected. You may not turn in P2Ps after the assigned date. If you are absent on the day a P2P is due, you will not receive credit. P2Ps are not accepted via email under any circumstances. Each P2P is worth 5 points.

ACTIVITIES/QUIZZES
Activities and quizzes are an integral part of Com 110. These may include participation in activities, class discussions, using ethical communication, etc. Activities and quizzes will not always be posted on the syllabus. Please be sure to listen carefully for when these assignments are due. Final activity points will be released before the final at the end of the semester since they are TBD and vary by day.

ASSIGNMENT FORMAT
Your Name
Date
Section Number
Title of Assignment

All assignments for this class must be double-spaced and in Times New Roman font. All headings must be on the left side of the page. Every assignment should have one-inch margins. Headings should be single-spaced and contain your name, the date, your section number, and the title of the assignment. No other information should be included in your heading. Points will be deducted from outlines and all other assignments for failure to follow proper formatting guidelines. Please be sure to take into account proper spacing after paragraphs and periods. Write only in the second person if you are referring to me directly. Otherwise, all assignments should be in the first or third person (depending on assignment guidelines). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. Also, be sure to staple all assignments consisting of two or more
pages. In addition, you must staple any rubrics required to your assignment. **Note:** 3 points will be taken off your assignment if your papers are not stapled together.

**EVALUATION:**

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<th>Points</th>
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<tbody>
<tr>
<td>Informative Speech</td>
<td>100pts</td>
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<tr>
<td>Group Presentation</td>
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<td>Persuasive Speech</td>
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<td><strong>Portfolio</strong></td>
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<td>CIP</td>
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<td>Synthesis</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>P2Ps</td>
<td>85pts</td>
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<tr>
<td>Introductory Speech</td>
<td>10pts</td>
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<td>Info. Speech Outline R. Draft</td>
<td>10pts</td>
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<td>Library Materials</td>
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<td>Syllabus Contract</td>
<td>5pts</td>
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<td>Activities/Quizzes</td>
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<td><strong>Total</strong></td>
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*Assessment and point values are subject to change*

The grading scale is a standard ten percentage point scale:
90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

**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 are sleeping or texting you will also be marked absent.** Attendance is more than physically being in the classroom. You are always responsible for all material distributed in your absence. **NOTE THAT EVEN IN REGARD TO YOUR 2 “FREE” ABSENCES, I WILL ONLY ACCEPT MAKE-UP WORK IF YOUR ABSENCE IS EXCUSED.**

2. If you have a legitimate reason for not being in class, you must tell me as far as possible in advance via e-mail or bring a doctor’s note in case of illness. With very rare exceptions, you must provide me with documentation verifying that your absence was due to a legitimate reason should you wish to avoid grade penalties or turn in late work for full credit. 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.

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. Every 2 times that you show up late, it will be considered an absence. A student will be considered tardy if that student arrives after the instructor has
started speaking. Please keep in mind that students entering the classroom late may be
required to give an impromptu speech on a topic of the instructor’s choosing or write a one
page paper explaining the reason you are unable to be present at the start of class.

4. We are a support system for each other because public speaking can be a very 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. 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 also result in a loss
of 10% off the grade for your speech and all the participation points for the day

5. Even if you earn all other points for the participation category, your entire participation will
be affected by your attendance in class. It is essential that you attend class for your success,
comprehension, and group work.

| If you miss 2 days or less, you are eligible for an A, 3 days = B, 4 days = C, More than 5 = 0 | points for the preparing to participate category. |

*** IF YOU ARE ABSENT FOR WHATEVER REASON, IT IS YOUR
RESPONSIBILITY TO LEARN/COMPILE WHAT YOU MISSED. BEING ABSENT ONE
DAY DOES NOT MAKE YOU EXEMPT FROM BEING PREPARED THE NEXT DAY.

ILLINOIS STATE UNIVERSITY OFFICIAL EXCUSED ABSENCE POLICIES:
These can be found on the following website: http://policy.illinoisstate.edu/students/2-1-20.shtml

ELECTRONIC DEVICES: Laptops, tablets, and cellular devices are not allowed during class, unless a
speech is being recorded. I expect you to focus on the material presented in class. If I notice that you are
using your device to during class, I will mark you absent for the class session.

E-MAIL POLICY: E-mail is the easiest way to get in touch with me. While a quick response is likely,
please keep in mind that I am not always on e-mail, and therefore I will try my best to get back to you
within 48 hours on weekdays and weekends. Note: Professionalism in e-mail communication is
required. As a student of higher education, it is expected that all communication be of professional
quality. When writing through e-mail to me, please identify yourself and the class (PLEASE INCLUDE
YOUR SECTION NUMBER) for which you have an inquiry. Please make an effort to address me in an
appropriate manner. E-mails not properly addressed will not be answered. Failure to follow this policy
will result in your e-mail being deleted without consideration.

CELL PHONES/TEXTING: All electronic devices are to be turned off and put away before class begins.
If you are not paying attention in my class, I do not feel that you have truly attended my session and thus
will mark you absent for the day. IF YOUR PHONE RINGS DURING SOMEONE ELSE’S
SPEECHES OR YOU ARE TEXTING, I WILL DEDUCT 10% FROM 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; so let me know right away if you encounter problems.
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 438-4556 or come to Fell 032 and schedule an appointment in person during speech lab hours of operation. If you wish to video record your presentation, please tell the attendant when booking your appointment. Remember to book your appointment early, as there are a great number of students trying to make appointments. **You must schedule an appointment at least 24 hours before the time 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 438-4556 or stop by in person (Fell Hall 032) at least 24 hours in advance. If you miss your appointment or try to cancel less than 24 hours in advance, you will not be allowed to use the speech lab for the remainder of the semester.**

I WILL OFFER 5 POINTS OF EXTRA CREDIT FOR YOUR FIRST DOCUMENTED VISIT TO THE SPEECH LAB.

To schedule time in the speech lab, call (309) 438–4566. The speech lab is located in the second floor atrium of Fell Hall, Room 032 (lower level). Make an appointment at your earliest convenience since the speech lab fills up fast. If you need to change or cancel your appointment, you will need to call the Speech Lab or stop by in person (room 032 Fell Hall) 24 hours in advance.

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. Please demonstrate these behaviors at all times in this class. I strongly believe that debating issues and making arguments is one of the most valuable and effective learning techniques, especially in terms of Communication Studies. I expect that my students remain professional when discussing controversial ideas and remember that debate is an academic process, not an opportunity for personal attacks. **HOSTILITY DURING THESE OPEN DISCUSSIONS WILL RESULT IN PENALTIES TO YOUR PARTICIPATION GRADE.**

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

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

Behavioral Expectation Policy: Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. 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 Community Rights and Responsibilities.

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 on page 89. I will inform you of my decision before your next class period via email.

SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE
This website is dedicated to research projects approved by the School of Communication which students enrolled in communication courses may participate during the semester. Com 110 students are encouraged to participate in research projects found on this website for possible extra credit points assigned at the discretion of their instructor to facilitate the production of new knowledge about communication and to learn about the value of research. The website can be found at https://sites.google.com/site/isucomresearch/

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).

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

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. Experienced, professional psychologists and counselors, who are attuned to the needs of college students, staff student Counseling Services. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.
Syllabus Contract

I have read the syllabus for COM 110 (instructed by Natilie Williams) and agree to the terms for required coursework and acceptable classroom behavior.

Signature: ________________________________________________________________

Name (please print)___________________________ Date__________________________

Major: ________________________________ Minor(s): __________________________

Please list any previous public speaking experience, if any:

Please list at least 3 hobbies/extracurricular activities you enjoy:
1.
2.
3.

Please list at least 2 goals you hope to meet through this course:
1.
2.

Please list how I as your instructor can help you meet those goals:

What are your career interests?

If you could have dinner with one person (whether they are dead or alive), who would it be and why?
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>CHAP.</th>
<th>Material Covered</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/17</td>
<td>M</td>
<td></td>
<td>Syllabus Review</td>
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<td></td>
<td>8/19</td>
<td>W</td>
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<td>“Questions” Post-it note activity; Assign Interview as Biography, Assign CIP</td>
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<td>Interview as Biography</td>
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<tr>
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<td>8/24</td>
<td>M</td>
<td>1</td>
<td>Introduction to Communication</td>
<td>Ch. 1 P2P</td>
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<tr>
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<td>8/26</td>
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<td>2</td>
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<td>3</td>
<td>Ethical Communication</td>
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<td>8/31</td>
<td>M</td>
<td>4</td>
<td>Perception and Self-Concept</td>
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<td>9/2</td>
<td>W</td>
<td>5</td>
<td>Choosing Topics, Assign Informative Speech</td>
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<td>9/4</td>
<td>F</td>
<td>6</td>
<td>Analyzing Your Audience</td>
<td>Ch. 6 P2P CIP &amp; CTSA</td>
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<td>4</td>
<td>9/7</td>
<td>M</td>
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<td>NO SCHOOL- Labor Day</td>
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<td></td>
<td>9/9</td>
<td>W</td>
<td>7</td>
<td>Locating and Incorporating</td>
<td>Ch. 7 P2P Informative Speech Topics Due</td>
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<td>9/11</td>
<td>F</td>
<td>8 &amp; 9</td>
<td>Organization; Outlining</td>
<td>Ch. 8 &amp; 9 P2P</td>
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<td>9/14</td>
<td>M</td>
<td>10 &amp; 12</td>
<td>Beginning and Ending the Presentation Designing Presentation Aids</td>
<td>Ch. 10 P2P Ch. 12 P2P</td>
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<td>W</td>
<td>11</td>
<td>Using Appropriate Language</td>
<td>Ch. 11 P2P</td>
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<td>9/18</td>
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<td>13</td>
<td>Delivery, Informative Speech Workday</td>
<td>Ch. 13 P2P R.D. Outline Check</td>
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<td>9/21</td>
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<td></td>
<td>9/23</td>
<td>W</td>
<td></td>
<td>Informative Speeches</td>
<td>Presentations</td>
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<td>9/25</td>
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<td>Informative Speeches</td>
<td>Presentations</td>
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<td>9/28</td>
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<td>Informative Speeches</td>
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<td>9/30</td>
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<td>Informative Speeches</td>
<td>Presentations</td>
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<td></td>
<td>10/2</td>
<td>F</td>
<td></td>
<td>Debrief Informative Speeches &amp; Assign Group Presentation</td>
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<tr>
<td>8</td>
<td>10/5</td>
<td>M</td>
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<td>One-on-One Meetings</td>
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<tr>
<td></td>
<td>10/7</td>
<td>W</td>
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<td>Midterm Review</td>
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<td>10/9</td>
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<tr>
<td>9</td>
<td>10/12</td>
<td>M</td>
<td>14 &amp; 15</td>
<td>Communicating in Groups Group Culture, Listening &amp; Critical Thinking</td>
<td>Ch. 14 P2P Ch. 15 P2P</td>
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<td>10/26</td>
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<td>Debrief Group Speeches, Assign Persuasive Presentations, &amp; Synthesis Paper</td>
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<td>Discuss Fact, Value, Policy</td>
<td>Ch. 16 P2P</td>
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<td>Enjoy your early break!</td>
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<td>Using Communication for the Common Good</td>
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*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.*