

**STANDARD POLICIES AND STATEMENTS FOR
COMMUNICATION AS CRITICAL INQUIRY (COM 110)
ILLINOIS STATE UNIVERSITY**

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Office Hours: T/Th 1:00 p.m. – 2 p.m. or by appointment
Section: 04
Meeting time: MWF: 8:00 a.m. – 8:50 a.m.
Preferred communication: Email

TEXTS

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

Simonds, C. J., Hooker, J. F., Hunt, S. K., & Kaufmann, J. J. (2026). *Communication as critical inquiry: Student workbook*. Stipes Publishing.

COURSE MATERIALS

There are TWO separate materials you need to buy:

COM 110 Top Hat eBook. You are required to have an eBook for COM 110, which you will access through the interactive platform Top Hat. This platform will allow you to engage with the textbook and complete assignments for the course. You will receive an invitation from Top Hat to register your book with your section of the course. You may purchase eBook access directly from Top Hat or at the bookstores.

Workbook Purchasing Procedures. Students will purchase the student workbook (COM 110 Communication as Critical Inquiry) from the publisher, Stipes, who will then mail the workbook directly to you. Please order at the following address: <https://buy.stipes.com/products/isu-com-110-26-27>

The packet will cost \$39.95 plus tax and shipping. When you order, be sure to include the **billing address for the credit card you are using and also the shipping address for where you want the workbook sent**. If you have any issues with this process, please contact the publisher directly at orders@stipes.com.

Course Material Assistance. If you have concerns about being able to afford the materials for this class, there are several options for you.

- First, **speak with me** as early as possible, and let me know if the cost of the materials will be a barrier to your success in class. As your instructor, I will be able to point you to resources that may assist you.
- **Check Milner Library.** Through Milner Library you can access course materials using their course reserve service. These materials can be used for two-hour time blocks inside Milner Library. You can also [ask a librarian](#) for assistance with this process.
- **Contact your academic advisor.** Your [advisor](#) is knowledgeable about your academic goals and will assist you in navigating your academic experience.
- **Reach out to the Financial Aid office.** Make an appointment with a [financial aid counselor](#) and specifically mention you are seeking help paying for course materials. The Financial Aid office can ensure students are using all forms of available aid and will investigate options for students, such as a [Short-Term Emergency Student Loan](#).

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 them to
 - a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community (civic knowledge and engagement)
 - b. demonstrate ethical decision making
 - c. demonstrate the ability to think reflectively
- IV. integrative and applied learning, allowing students to
 - a. identify and solve problems
 - b. transfer learning to novel situations
 - c. work effectively in teams

ABOUT ME

Communicating with Me:

Email Policy:

pls dont email like u txt.

Emails should contain:

- o SUBJECT LINE (class + section + topic)
 - Ex: COM 110 Section 01: Group Speech Question
- o GREETING
 - Ex: Hi Isabel!
- o A CLEAR, SPELL-CHECKED MESSAGE
 - Ex: I was wondering, is it okay if I use this visual for our group speech?
- o CLOSING
 - Ex: Thanks! - Makayla

All emails should be sent through an ISU email address!!!! I will **not** reply to a gmail account, etc. If you 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 through Sunday).

I will be communicating announcements to the class via Canvas. If you have individualized questions, you should send me a personal email using your ILSTU email address. **If I send the class an announcement beginning with ***, then it is important and you should read the email in full.** \

Office Hours:

I will be holding office hours on Tuesdays and Thursdays from 1-2 pm or by appointment if confirmed through email. During this time, students can come to my office to ask me questions about assignments, seek help, review previous homework/grades, or even just visit and talk. If this period does not work for you, I would be more than happy to schedule a meeting time that mutually works for the both of us.

My Promise to You

Communication in this classroom will be open, honest, and often. I encourage you all to have a healthy balance between school and social life. Following my own advice, I will only be checking emails Monday-Friday until 7pm, and sporadically on the weekends/holidays. Learning can only be facilitated if all participants feel welcome, included, and safe. Therefore, please advise me of any name change and your pronouns (e.g., he/him, she/her, they/them, etc) in any way that you are comfortable with, such as via email, meeting, or in class. **I will learn your preferred name and pronouns, as I hope you will learn mine, and everyone in the classroom will in turn agree to address one another appropriately.** **My classroom is a safe place for all identities to express themselves. Together, we will create and maintain a learning environment in which each and every one of us are respected and treated fairly and equally.**

My Teaching Philosophy

Education is a transformative practice. Education is empowering. My desire is to build collaborative, student-centered classrooms where I serve not only as an educator but as a co-investigator alongside my students. In *Pedagogy of the Oppressed*, Paulo Freire writes, “One cannot impose oneself, nor even merely co-exist with one's students. Solidarity requires true communication...only through communication can human life hold meaning.” Learning flourishes when students feel safe to be vulnerable, ask questions, and connect course concepts to their lived experiences. I aim to cultivate classroom climates that honors diverse ways of knowing and encourages students to develop their voice. **Through dialogue and critical reflection, students can discover themselves as confident creators and communicators - individuals capable of not just understanding their world but reshaping it.**

ASSIGNMENTS

Speeches. Each student will present three speeches:

- Informative speech** (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)
- Group presentation** (25-35 minutes depending on the number of members, each member must speak at least 5 minutes consecutively, at least 10 sources must be cited in the presentation and in the references)
- Persuasive speech** (5-7 minutes, no more than 7:30; at least 6 sources)

Introduction Speech:

- **Any Old Bag** (2-3 minutes; You will complete an introductory (ice-breaker) speech that will help myself and your other classmates get to know you. You will do this by bringing a special bag with three items that represent you).

Notes about these three speeches:

- **All three main 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). **If you do not turn in an outline, you are not allowed to present your speech. Turning in an outline late will lead to a 5 point deduction from your overall speech points total.**

- ***Note:** If your speech presentation involves visual aids, you will need to email them **AT LEAST 24 HOURS before you present**. If you have any concerns about your ability to meet the requirements of this course, please come and see me to discuss your concerns.
- If you fail to present one of these speeches, you cannot pass the course. You must present your speech on your assigned day to receive credit. If you have an excused absence (please see the excused absence section), you must communicate with Isabel to coordinate details about how to present.
- To ensure we have enough time to hear from everyone, I have to stop students once they reach 7 minutes and 30 seconds. It will be very important to practice your speech to ensure it falls within the time limit. Points will be deducted for any information that is not covered within the time limit.
- ***Note:** Although you will not be earning points for workshop or speech days, you risk losing points for not attending these class periods. **Tardiness to a workday will result in the loss of 2 points per day missed from the corresponding speech, failure to attend workshop days will result in the loss of 5 points per day missed from the corresponding speech. Failure to attend speech days (that are not your assigned presentation day) results in the loss of 10 points per day missed without an excused absence. Tardiness to a speech day will result in the loss of 5 points per day from your overall speech grade.**
- For any missed speech, please feel free to make it up in the COM 110 Lab. Those who miss their assigned presentation day will be responsible for making up the speech in the COM 110 Lab within a week from the original date.

Notes about apprehension, anxiety, and fear regarding public speaking:

- If you have any concerns about meeting the requirements of this course, let me know and we will work together to develop a plan that helps you succeed.
- **Public speaking can be scary. You are not alone; public speaking is intimidating and uncomfortable for most students (and sometimes for your teacher, too!).** However, you have valuable, worthy, important ideas that deserve thoughtful, developed communication. No one in this class is a perfect communicator, but we will all make steps toward becoming the best communicative versions of ourselves.
- **If you have any concerns about meeting the requirements of this course, let me know and we will work together to develop a plan that helps you succeed.**

Participation (Daily Speaking Opportunities)

Because Communication as Critical Inquiry is a skills-based, developmental course, **participation is essential**. It is important that you get these daily speaking opportunities to increase your confidence with your classroom audience. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates.

Participation Policy for Excused Absences: If you miss a day of class for an excused absence, you will need to gain your participation points for the day you miss by emailing me one thing about the material you prepared/read for that day of class. This email should be 1-3 sentences, labeled as “Participation Make-Up,” and should consist of one thing that either surprised you, helped you learn, or that you simply enjoyed about the material.

Top Hat Assignments: Our eBook, available on Top Hat, contains assignments for you to complete within each chapter. These assignments are called “Prepare to Participate,” or “P2Ps.” These assignments are due 1 hour before the start of each class period. The first half of each P2P is a knowledge-based

question, the second half, an application question. These assignments add up to be a significant portion of your grade, so do not neglect them. They will help you to participate in each class period.

CIP Speech: At the beginning of the semester, you will be assigned a Communication Improvement Profile speech. The purpose of this speech is to introduce you to skills that will help you become an effective and efficient communicator in your future career. This will help you set goals for the course and present yourself professionally in an online setting (similar to a Zoom interview).

Milner Assignments: There will be three worksheet assignments that you will complete from the Workbook that encourage the use of Milner Library's student resources. These assignments will essentially prepare you to find appropriate sources, cite them correctly, and apply them effectively to your coursework. Each assignment will be due in accordance with a major speech.

Synthesis Speech: This speech is separate from the three main speeches, but is still very important. It will act as a reflection of what you learn throughout the semester. Think of it as a bookend along with the CIP paper. This speech will be presented in our final exam class period.

EVALUATION

Speeches		
	Informative Speech	100
	Group Speech	100
	Persuasive Speech	100
Participation/P2Ps		
	Participation Logs (18 lectures x 10 pts)	180
Portfolio		
	CIP Speech	30
	Synthesis Speech Final	30
Other		
	Syllabus Contract	10
	Introduction Speech (AOB)	10
	Impromptu Speech	10
	Topic Selection & Milner Forms	30
	Annotated Bibliography	10
	Attendance	30

Total = 640

At least 50% of the participation grade will be based on daily speaking opportunities (participation in class) for each student. The combination of the portfolio and participation grade will not exceed 100 pts. without an additional, graded speaking opportunity. Assigned grades for speeches must comprise at least 50% of the overall grade.

The grading scale is a standard ten percentage point scale:

90-100% = A; 80%-89.9% = B; 70%-79.9% = C; 60-69.9% = D; below 60% = F

Assignment Due Dates: All paper-copy assignments (everything done outside of Top Hat) are due in physical form at the beginning of class on the date they are due. All electronic-submission assignments must be submitted to me one hour prior to the start of class on the date they are due. **If you cannot make it to class, it is your responsibility to reach out to me regarding how and when you should submit assignments. Note, however, that your participation grade will be affected as P2Ps and Class Discussion are graded separately.**

***Note: All submission deadlines are subject to change as the semester progresses. You will be informed of changes as soon as they are made.**

Late Work: Assignments are expected one hour before the class period in which it is due (or at the assigned time they are due in the case of online assignments). **Late assignments will NOT be accepted unless discussed with the professor and the excuse is approved.** I will absolutely work with you if you have an excused absence (determined by me) AND arrangements have been made prior to the class meeting. I want to help you in any way possible, but I will not accept any less than your full effort. The more informed I am, the more understanding I will be. **Please communicate with me!**

Any work worth points is expected at the beginning of the class period in which it is due (or at the assigned time it is due in the case of online assignments). Late assignments will NOT be accepted and makeup exams will not be given if you miss them – you will receive a ZERO. I will work with you if you have an excused 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. Make sure to anticipate those predictable problems so that you can prevent them. For example, running out of paper or printer ink, or losing something on a computer that you did not back up are problems that need not occur if you are looking ahead. (Supplies only run out when you need them, because that is the only time you use them!)

COURSE POLICIES

Attendance:

- **Attendance is required for this course; however, I understand that sometimes life happens.** There might be a day where you just need a break and can't come to class. Therefore, you are allowed two "unexcused absence days" throughout the semester that will not affect your attendance grade (these "unexcused absence days" should not be taken during speech days or group workshop days, as there will be grade penalties for missing these classes).
- Attendance is worth 30 points. Once you reach three absences in the course, I will deduct two points per subsequent absent day. Absences made through the Dean of Students (e.g., medical/illness leave, family emergency/bereavement, etc.) or absences for university-related activities (e.g., sports events where I receive a notification) are, of course, excused and will not negatively affect your grade. Additionally, please always reach out to me in advance if you have

something happening in your life. Like most teachers, I am more than willing to work with you if you communicate with me in advance.

The chart below provides an example of how unexcused absences may affect your grade:

Number of Absences	Points Deducted from Attendance Grade
3	-3
4	-5
5	-7
6	-9
7	-11
8	-13
9	-15
10	-17
11	-19
12	-21
13	-23
14	-25
15	-27
16	-29

- Please note that coming to class on time is also imperative. If you arrive after attendance is taken, you will be marked as late. If you are late three times, that will count as an absence.
- **You are expected to be in class every day.** There will be frequent in-class participation points that you will not be able to make up, so skipping class will affect your grade directly in loss of participation points and indirectly in the loss of explanation of concepts that you will need to apply in assignments later. **If you are absent on a speech day that is not your own, you will have 10 points deducted from your own speech. If you walk in late while another student is presenting, you will lose an automatic 10 points off your speech grade. If you arrive to class after attendance is taken on any speech day, you will have 5 points deducted from your overall speech grade for each tardiness.**
- **There are three reasons for excused absences approved by Illinois State:** University-sponsored activities (such as athletics or forensics), bereavement (see policy below), and communicable diseases (such as COVID). If you have a legitimate reason for not being in class, you must tell me as far as possible in advance through email and provide documentation. If you are involved in university activities that will cause you to miss class such as athletics or the forensics team, I need a schedule of classes that you will miss and a note from your coach or sponsor verifying that you are on the team. If you are absent due to a required self-isolation or quarantine, you will need to provide documentation to the Dean of Students Office for your absence to be excused. The Dean of Students Office will notify your instructors, and they will make reasonable modifications/extensions to any assignments missed during this time.. The full policy can be found at this link:
<https://policy.illinoisstate.edu/students/2-1-30.shtml>
- If you talk to me in advance about missing or have an emergency that you let me know about with proper documentation as soon as possible, I will make sure that you are able to turn in assignments for full credit. However, if you don't attend or haven't completed your P2Ps you are not able to participate in class. My job is to prepare students for work after college, and part of

that is holding them accountable for attendance because there is no employer that will keep workers that miss work on a consistent basis. I EXPECT THE SAME LEVEL OF PROFESSIONALISM FROM YOU THAT YOU WOULD GIVE TO AN EMPLOYER.

Formal Assignment Format: All papers and assignments should be typed, double-spaced, with Times New Roman 12 pt. font. Extra spacing between paragraphs should be removed. Headers should be left-aligned and should include **ONLY** the following: Name, Date, Class, and Title/Assignment. The header should be single-spaced and should not be more than four lines. **All online assignment submissions must be turned in as a Word Document!**

Classroom Disruptions: In order to foster a safe and comfortable learning environment, I ask that you refrain from using racist, sexist, homophobic, or other negative language intended to exclude members of our campus community and/or classroom. I expect all communication in this class to remain respectful and considerate of the rights, opportunities, and welfare of students, faculty, and staff and to **not disrupt the class.**

COM 110 Lab. You are encouraged to visit the COM 110 lab at least once during the semester to practice your speech. It is also recommended that you plan a visit to the COM 110 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 COM 110 lab can be a useful tool in improving the quality of your speech and public speaking skills. To schedule time in the COM 110 lab, call (309) 438-4566 or come to Fell 060 and schedule an appointment in person. **You can only make an appointment during COM 110 lab open hours over the phone or 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 you are scheduled to deliver your speech in class, or you will not be able to use the COM 110 lab. If you need to change or cancel your appointment, you will need to call the COM 110 lab at (309) 438-4566 or stop by in person (Fell Hall 060) 24 hours in advance. If you fail to cancel your appointment 24 hours in advance you will not be allowed to use the COM 110 lab again.**

Illinois Articulation Initiative (C2900). 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. Additionally, these presentations and speaking opportunities (participation) must comprise at least 50% of the overall grade.

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 the Student Conduct and Conflict Resolution Office.

Artificial Intelligence: I recognize that with the rise in popularity of AI generated content, it can be beneficial at times to utilize Artificial Intelligence platforms. You may use AI to assist in this course, but you may not use AI to complete your assignments. I am your professor, but I am also young, and AI

became popular while I was still in college. I can recognize AI generated content, and if it becomes clear in your work, we will have a conversation on how you can use it ethically. If it continues and becomes an issue, I will place an academic dishonesty report. Here are some examples of ways to use AI ethically: speech topic exploration, assisting in creating your outline (specific parts, not writing the entire thing), clarification on topics or terms, and finding sources/citation assistance (do not copy exactly from the platform, as I can tell from the link). DO NOT USE AI to write your speech outlines, complete your Top Hat questions, or to write the emails you send to me. This is a critical thinking course — please use your brain and focus on enhancing your speaking, writing, and communication skills. . **HEY HEY!! If you are reading this, email me your favorite color to earn 5 points of extra credit; must be done by the first day of class! :D**

Content generated by an **Artificial Intelligence** third-party service or site (**AI-generated content**) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to Student Conduct and Community Responsibilities (<https://deanofstudents.illinoisstate.edu/conduct/>), a unit of the Dean of Students Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied

Electronics Policy: Please bring a computer or smart device (e.g., phone) with you to class, as there will be several times throughout the semester when you are asked to use technology for class-related purposes. However, technology (e.g., HEADPHONES, phones, computers, etc.) must be put away when not explicitly required during class. Failure to do so will result in losing participation points or being marked as “absent” for the class period. I understand that there is a difference between sending a quick text and scrolling on your phone. If your attention in class is distracted by your device, that is when you will be marked as absent and need to come speak to me during my office hours about how to resolve this misbehavior. **Please make sure to remove your headphones, earbuds, etc. prior to the start of class.** Failure to do so will result in you being marked "absent" for the class period. There is another valuable caveat here: **if you are on your phone at all during another students' speech presentation, you will automatically lose 10 points from your own speech grade.** If there is an extenuating circumstance, you must come speak to me about it beforehand.

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 308 Fell Hall, Office Phone [\(309\) 438-5853](tel:3094385853), Video Phone [\(309\) 319-7682](tel:3093197682) 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: <https://policy.illinoisstate.edu/students/2-1-27/>

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 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.