

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

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Section: 009

Meeting time: 9:00a-9:50a

Classroom: Williams 308

TopHat Code: 107490

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. (2025). *Communication as critical inquiry*.

Student workbook. Stipes Publishing.

COURSE MATERIALS

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-fa25>
Links to an external site.

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, talk with your instructor. As early as possible, let your instructor know if the cost of the materials will be a barrier to your success in class. Your instructor 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:

1. intellectual and practical skills, allowing students to
2. make informed judgments
3. report information effectively and responsibly
4. deliver purposeful presentations that inform attitudes or behaviors

I. 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
 - 1. integrative and applied learning, allowing students to
 - 2. identify and solve problems
 - 3. transfer learning to novel situations
 - 4. work effectively in teams

ASSIGNMENTS

Speeches. Each student will present three speeches:

- 1. Informative speech (5-7 minutes, no more than 7:30; at least 4 sources must be cited in the presentation and in the references)
- 2. 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)
- 3. Persuasive speech (5-7 minutes, no more than 7:30; at least 6 sources)

All three speeches must be completed to pass the course. Each presentation will be evaluated on content and delivery. Specific details will be clearly outlined in class. Typed outlines and references are required for each (a sample will be provided). 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 (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.

EVALUATION

Informative Speech 100 pts.

Group Presentation 100 pts.

Persuasive Speech 100 pts.

Portfolio TBD by instructor

Participation TBD by instructor

-Milner informative assignment TBD by instructor

-Milner group assignment TBD by instructor

-Milner persuasive assignment TBD by instructor

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

COURSE POLICIES

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.

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 the date 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.**

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 308 Fell Hall, Office Phone [\(309\) 438-5853](#), Video Phone [\(309\) 319-7682](#) 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/> Links to an external site.

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.

Tentative Schedule for Communication as Critical Inquiry – Spring 2026

| Week | Date | Day | Ch. | Material Covered | Assignment Due |
|-------------|-------------|------------|------------|---|--|
| 1 | Jan 12 | M | | Syllabus Review and Introduction <i>(Assign Introduction Speech)</i> | |
| | Jan 14 | W | | Introduction Speeches <i>(Assign CIP Paper)</i> | Introduction Speech Syllabus Contract |
| | Jan 16 | F | 1 | Introduction to Communication | Ch. 1 P2P |
| 2 | Jan 19 | M | | NO CLASS – Martin Luther King, Jr. Day | |
| | Jan 21 | W | 2 | Communication Confidence | Ch. 2 P2P |
| | Jan 23 | F | 3 | Ethical Communication | Ch. 3 P2P |
| 3 | Jan 26 | M | 4 | Perception & Self-Concept | Ch. 4 P2P CIP Paper Due |
| | Jan 28 | W | 5 | Choosing Topics <i>(Assign Informative Speech)</i> | Ch. 5 P2P |
| | Jan 30 | F | 6 | Analyzing Your Audience | Ch. 6 P2P |
| 4 | Feb 2 | M | 7 | Locating and Incorporating Supporting Material / APA Style <i>(Assign Creating a Search Strategy – Workbook p. 35)</i> | Ch. 7 P2P |
| | Feb 4 | W | 8 | Organizing Ideas | Ch. 8 P2P Informative Topics Due |
| | Feb 6 | F | 9 | Outlining the Presentation | Ch. 9 P2P Creating a Search Strategy (Workbook p. 35) Due |
| 5 | Feb 9 | M | 10 | Beginning and Ending the Presentation | Ch. 10 P2P |
| | Feb 11 | W | 11 | Using Appropriate Language | Ch. 11 P2P |
| | Feb 13 | F | 12 | Designing Presentation Aids | Ch. 12 P2P |
| 6 | Feb 16 | M | 13 | Delivering the Presentation | Ch. 13 P2P |
| | Feb 18 | W | | Evaluating Informative Speeches In-Class Workshop | |
| | Feb 20 | F | | Informative Speech In-Class Workshop -Review requirements for speech | |
| 7 | Feb 23 | M | | Informative Speeches | |

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| | Feb 25 | W | | Informative Speeches | |
| | Feb 27 | F | | Informative Speeches | |
| 8 | Mar 2 | M | 14 | Informative Speeches Communicating in Groups <i>(Assign Group Speech)</i> | Ch. 14 P2P |
| | Mar 4 | W | 15 | Listening | Ch. 15 P2P |
| | Mar 6 | F | | Group In-Class Workshop Day -Create group contracts -Plan meeting schedule -Brainstorm group topics | Group Contracts Due at End of Class |
| 9 | Mar 9–13 | MWF | | NO CLASS – Spring Break | |
| 10 | Mar 16 | M | | Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Finalize and submit group topics -Begin structuring speech | Group Topics Due |
| | Mar 18 | W | | Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Choosing search tools and sources | Complete Activity on p. 52 of Workbook |
| | Mar 20 | F | | Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Rough draft outline work | Rough Draft Outline Due at End of Class |
| 11 | Mar 23 | M | | Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Revise outlines -Practice speech | Revisions/Practice |
| | Mar 25 | W | | Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Finish final outlines -Practice speech | Final Outline Due at End of Class |
| | Mar 27 | F | | Group Presentation In-Class Workshop <i>(Bring laptops and speech materials – sit with groups)</i> -Final speech practice day | |
| 12 | Mar 30 | M | | Group Presentations | |
| | Apr 1 | W | | Group Presentations | |
| | Apr 3 | F | 16 | Group Presentations | Ch. 16 P2P |

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| | | | | Understanding Persuasive Principles (Assign Persuasive Speech) | |
| 13 | Apr 6 | M | 17 | Building Arguments – Toulmin Model | Ch. 17 P2P |
| | Apr 8 | W | 17 | Ethos, Pathos, Logos | |
| | Apr 10 | F | 17 | Fallacies (Assign Annotated Bibliography – Workbook p. 84) | Persuasive Topics Due |
| 14 | Apr 13 | M | | Persuasive Presentation In-Class Workshop (Bring Laptops and Speech Materials) -Revise topics if needed -Annotated bibliography work | Annotated Bibliography Due at End of Class |
| | Apr 15 | W | | Persuasive Presentation In-Class Workshop (Bring Laptops and Speech Materials) -Complete rough draft outline | Rough Draft Outline Due at End of Class |
| | Apr 17 | F | 18 | Using Communication for the Common Good | Ch. 18 P2P |
| 15 | Apr 20 | M | | Persuasive Presentation In-Class Workshop (Bring Laptops and Speech Materials) -Revise rough draft outline | |
| | Apr 22 | W | | Persuasive Presentation In-Class Workshop (Bring Laptops and Speech Materials) -Complete final outline draft | Final Outline Due at End of Class |
| | Apr 24 | F | | Persuasive Presentations | |
| 16 | Apr 27 | M | | Persuasive Presentations | |
| | Apr 29 | W | | Persuasive Presentations | |
| | May 1 | F | | Persuasive Presentations -Synthesis Speech Assigned | |
| 17 | FINAL EXAM TIME – Synthesis Speech | | | | |

** This schedule is tentative and subject to change – you will be notified of any/all changes **

All “P2P” assignments need to be completed within Top Hat eBook.