

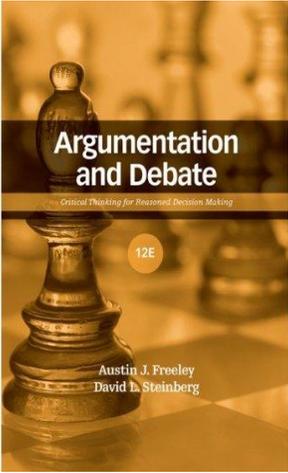
Speech 25: Argumentation
Fall 2010
Monday 6:00pm – 8:50pm
Room: Reedley College: Business 40
Instructor: Bryan R. Hirayama
Course Information: 50966
Email: bryan.hirayama@reedleycollege.edu
Phone: 559-859-0473



Office Hours

Monday 8:50 -9:20 or by appointment

Required Text

	Required Materials: Textbook and Scantrons
	Textbook: Freeley, A. J., & David, L. S. (2009). <i>Argumentation and debate</i> . (Twelfth, Ed.) Boston, MA: Wadsworth Cengage Learning. ISBN-10: 0495095907 ISBN-13: 978-0495095903
	Scantrons: 882E Scantrons (Two)

Required Materials and Resources

1. Two 882 E Scantron. The Midterm for the course will use the front side (1-50) of the scantron and the final can be filled out on the back (51-100). Students who keep and use one scantron for both the Mid-Term and Final will receive 10 points extra-credit. However, this scantron cannot, in any way shape or form, be hole-punched.
2. Access to a computer
 - a. Microsoft Word
 - b. Access to the internet

Course Description

This course is designed to provide students with the techniques necessary for effective public argument. Analysis, reasoning, advocacy, and criticism of ideas. Emphasis on deriving conclusions based on valid evidence and sound inferences without using fallacies of thought and language. Demonstration of basic argumentation principles through a variety of oral presentations and written assignments. This course focuses on how to develop effective, ethical, reasoned arguments accompanied by the critical thinking skills required to judge the validity of others' arguments. This course fulfills the G.E. requirement for Critical Thinking (Foundation A3). G.E. credit requires a grade of "C" or better.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Critically formulate and evaluate oral arguments using logical reasoning.
2. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.
3. Utilize research materials that incorporate sufficient, credible, and relevant evidence.
4. Choose appropriate organizational patterns.
5. Analyze the effectiveness of communication through constructive critique.

Specific Course Objectives

At the completion of the course the student will be able to:

1. Recognize, develop, and defend arguments orally.
2. Use research and organization to formulate arguments for oral presentation and refutation.
3. Evaluate others' arguments and oral presentations.
4. Analyze audiences in order to formulate effective arguments.
5. Recognize fallacies and illogical arguments.
6. Explore solutions to current issues/problems in society.

Classroom Department

Every student is expected to honor the rights of their peers and instructor. Students who do not behave in a respectful manner will be asked to leave the class. Students who repeatedly act in an inappropriate and/or disrespectful manner will be asked to drop the class. Racist, sexist, ageist, and any other racially or culturally insensitive language used in class will **not be tolerated**. Just think before you speak and then think again before saying anything that may offend other students.

Please turn all cell phones and pagers off before entering class. In the event that a cell phone or pager goes off in class, it is at the discretion of the instructor to decide what punishment is just for each student. Impromptu speeches, short song and dance skits, and

other embarrassing acts maybe the punishment for the day. Text messaging during class is also not appropriate. Any technological gadgets, including laptops, which are not being used for purposes pertaining to the class, will also not be permitted.

Students should also be respectful of the instructor and conduct themselves like professional people and sophisticated students. Students who make inappropriate use of class time, attempt to call attention to discrepancies in grading, instruction, or other personal or professional behaviors of the instructor will be asked to voice these opinions at another time. We are all adults in this classroom and I expect everyone to act accordingly. Also, students should understand the rules and regulations for the class and be respectful of the instructor's policies. Students who ask to make-up work that they have missed will be directed to re-read the syllabus.

Attendance

After the first week of class, it is the student's responsibility to add/drop the course through the proper channels at Reedley College. Students who do not take care of this enrollment issue will receive the grade they earned for the duration of the class despite their clear disinterest in the class for whatever reason. If you are enrolled in the course at the end of the semester, you receive a semester grade. Please make sure that you are taking care of business so you can avoid problems associated with this issue.

Tardiness is unacceptable in this class especially on days when debates are taking place. Roll will be taken at the beginning of class and any student not in their seats when the roll is taken will be marked absent. If a student does come in to class late, it is their responsibility to see the instructor after class to have their absence changed to a tardy. After a student is tardy 3 times it will be counted as an absence.

If for some reason a student is late on the day of a debate, they should wait patiently outside until the speakers are finished delivering their debate. It is rude, inconsiderate, and disruptive to have someone come in during a debate, so don't do it. If by accident a student happens to enter into class during a debate, they should sit down in the first available chair and be very quiet. Please be courteous to your peers and instructor. Just come to school and there will be no problems. Please see the "Participation" section below for a more detailed description of how attendance plays into participation.

All excused absences must be verifiable. This means that any documentation submitted regarding an absence must come from a reputable source and should include contact information. All documentation must be submitted the day the student returns to class. A potentially excused absence will not count if submitted beyond the day the student returns. Notes from parents, work scheduling conflicts, lost keys, tickets, vacations, childcare issues, transportation problems, and any other excuse that falls outside of the boundaries of excusable absences recognized by Reedley College will not be accepted.

Late Assignments

Absolutely no late work can be handed in. It is the student's responsibility to hand in all work on time. In the event that a student has a recognized excused absence, the work is due the day that the student returns to class. The documentation must account for every class session missed to be eligible for this.

I will not accept any handwritten papers. I have a very strict policy when it comes to late work and the quality of work that is submitted to me. All work for this course will either be submitted as a typed hard copy or emailed to me as an attachment. Attachments must be sent as Microsoft Word documents. All work is due at the beginning of class. That means any work emailed to me must be sent before class starts. Students who are absent on the day an assignment is due must turn in the work before the start of class. Any work submitted after it is collect at the beginning of class will not be eligible to earn points for said assignment. Do not come into class late and assume that your work will be accepted because it will not.

The policies dealing with late work are designed to establish and maintain a fair classroom environment. No exceptions will be made regarding late work and unexcused absences. Asking the instructor to make up late work despite their knowledge of the late work policies is unacceptable.

Cheating and Plagiarism

Cheating and Plagiarism will also not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an "F" on the assignment in question, will be reported to the proper authorities, and will be required to drop the class.

Changes to the Syllabus

The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any change made to the course syllabus will be done in the best interest of the students. Changes could potentially be made to assignments, evaluations, and due dates. Announcements for these changes could be made verbally or online. It is the students' responsibility to make sure they are informed about changes and denying they have received information concerning changes to the course are not grounds for appealing the information on the course syllabus.

Etiquette and Format for Written Communication

It is important that the communication the take place the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via text-message and email.

Text Messaging and Email

For this course there is a specific format that email and text messages should be sent. Below are the format requirements for each of these types of messages. Messages not sent to the instructor using these required formats will not be opened by the instructor. It is the student's responsibility to follow these instructions.

Text Messages	Email	
Mr. H This is (your name) from your (our class e.g. Speech 1 Summer School Class)... (continue your message here). Sincerely, Your name	To:	bryan.hirayama@reedleycollege.edu
	Subject:	Day, Time, and Course Title (e.g. Summer School: Speech 1: Assignment Title (e.g. Self-Portrait Think Link)
	Message:	Mr. H, Your Message Sincerely, Your Name

All written assignments turned in via email must follow the format mentioned above. Assignments that do not follow this format are subject to not being accepted by the instructor. Making the move to paperless can be difficult and drastically complicated by emails with seemingly unrelated titles. Please follow the instructions about and there will be no problems.

Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Assignments

Assignment	Points Possible	Points Earned
Partner Introductions	Credit/No Credit (25 pts)	
Art as Argumentation Presentation	50	
Art as Argumentation Handout	25	
Spontaneous Argumentation Debates (SPAR) (2 @ 100 pts ea.)	200	
Cooperative Debates (Individual 50 pts) (Dyad 50 pts) (Group Presentation 50 pts.)	200	

(Win 20 pts) (Peer Evaluation 30 pts)		
Cooperative Debate Briefs 25 pts each side	50	
Movie Argument Analysis	50	
Reflection Papers (2 @ 25 pts ea.) Cooperative Debate & Art as Argumentation	50	
Quiz # 1	75	
Quiz # 2	75	
Final Examination	100	
Participation	100	
Total Points Possible	1000	

Brief Descriptions of Assignments

Partner Introductions: Students will give a short 1-2 minute presentation about one of their fellow classmates. After completing an in class exercise, students will be responsible for standing at the front of the class with their partner and summarizing the information that was shared between them with the rest of the class. This assignment is designed to get students up in-front of the classroom and familiar with the emotions, feelings, and tendencies they experience during moments of public communication. Although this is a credit/no credit assignment, it should be taken seriously.

Art as Argumentation: Students will prepare a presentation no longer than 5 minutes in which they will illustrate to the class how artistic works can be an argument. Grading will be based on presentation, and a handout showing the argument. These presentations will be assigned and must be presented on their assigned dates. I will not allow extensions or make ups.

Movie Analysis: In class we will view a movie that makes several claims. Students will take notes and evaluate the arguments set forth by the movie. A two page evaluation and explanation of the arguments will be turned in. They must be typed and will not be accepted late.

Debates: Debate dates will be pre-assigned. **I do not allow anyone to give their debates on a day other than their assigned date. Do not ask for an extension.** If you are unable to present on your assigned date you will be given a 0 on that presentation. I will only allow make up debates for severe medical excuses. Make ups will be on the basis of time available. Debates will include SPAR and Cooperative debates. Each student will participate in 2 spar debates. SPAR stands for **SP**ontaneous **AR**gumentation. These debates are short impromptu debates. Each student will also participate in one Cooperative Debate. The cooperative debate will be a group assignment where a dyad will formally debate another dyad on a controversial local, national or world issue. These debates will follow modified Parliamentary Debate format and will be researched in

advance. More information regarding the grade distribution and formats will be given in class at a later time.

Reflection Papers: Each student will write two reflection papers. These will be assigned with a due date and will not be accepted late. They must be typed and turned in at the beginning of class. Reflection papers must be two pages and typed. Each student will be asked to review the prompt given and type a two page (12 font, Times New Roman, Courier New or similar font, double spaced) opinionated paper. This critique should include terminology from the textbook and should properly document the information borrow in APA formatting. .

Quizzes & Final: There will be three exams in this class. The final exam is comprehensive but will only contain items either previously tested or from the final content of the course. Material for the exams will come from lectures, class discussion, and information discussed in the course textbook.

Participation: An important component in this skills-based course is participation. Students are expected to be prepared for class discussions, offer constructive feedback to their peers, and interact in a productive way during group activities. Students who do not participate in class or are absent and otherwise unable to participate will not earn the participation points for this course. Participation points will be earned in the following ways:

1. Every class period will begin and end with an activity that will be collected before students depart from class.
2. On the days students are not required to record information on this note card, other activities will be going on where students can be directly observed by the instructor for participation points.
3. Pop quizzes can be administered for participation points.

Students who can provide documentation for their absence, have a legitimate reason for missing class (as recognized by Reedley College), or have received approval from the instructor will not be penalized for their absence/s. Student-Athletes who will miss class due to their game schedule must provide a full game schedule to the instructor within the first two weeks of school. Students who miss class while attending an event sponsored or hosted by Reedley College or are part of a group, club, or organization associated with the college will also be excused with the proper documentation. There are many absences that can be excused with the proper documentation but there are zero that cannot be without it. Documentation is also subject to verification by the instructor and documentation can be handed in no later than one-week from the absence in question.

Calendar for Fall 2010

Date		Materials Covered	Required Reading/Due Dates
August			
8/16	Monday	Course Overview and Introductions	Read Chapters 1 & 2.
8/23	Monday	Discuss Chapters 1 & 2: Critical Thinking & Applied Academic Debate. Assign Art as Argument Assignment. Narrative Paradigm	August 27th last day to drop a full-term class for a refund. Read Chapters 3, 4, & 5.
8/30	Monday	Discuss Chapter 3, 4, & 5. Stating the Controversy, Analyzing the Controversy, Exploring the Controversy	Read Chapters 6 & 7.
September			
9/6	Monday	No Class	No Class for Labor Day
9/13	Monday	Art as Argumentation	Art as Argumentation Delivered. Read Chapters 8, 9, & 10.
9/20	Monday	Discuss Chapters 8, 9, & 10: The Structure of Reasoning, Types of Reasoning, & Obstacles to Clear Thinking. Toulmin's Model	Reflection Papers Due. Study for Quiz # 1. Read Chapter 11.
9/27	Monday	Quiz # 1 on Chapters 1 – 10. Discuss Chapter 11: Requirements of the Case	
October			
10/4	Monday	Would You Rather? Discuss SPAR Assignment. Analysis of Debates - Video	
10/11	Monday	SPAR	October 15th last day to drop a full-term class. Read Chapter 12 & 13
10/18	Monday	Cooperative Debate Assignment Assigned. Discuss Chapter 12 & 13: Building the Affirmative Case & Building the Negative Case	Read Chapter 14
10/25	Monday	Discuss Chapter 14:	Read Chapters 15 & 16

		Refutation	
November			
11/1	Monday	Discuss Chapters 15 & 16. Presenting the Case: Composition & Presenting the Case: Delivery	Read Chapter 17
11/8	Monday	Discuss Chapter 17: Evaluating the Debate. Political Debates	No Class on Thursday, November 11th. Veterans Day.
11/15	Monday	Movie Argument Analysis Assigned and view Movie	Study for Quiz # 2.
11/22	Monday	Announce Cooperative Debate Teams. Cooperative Briefs Explained. Quiz # 2 on Chapters 11 - 17	Thanksgiving Holiday from Thursday, November 25th – Friday 26th
11/29	Monday	Cooperative Debates	Cooperative Debate Briefs Due.
December			
12/6	Monday	Cooperative Debates	Study for Final Examination.
12/13	Monday	Final Examination	Reflection Papers Due
			Winter Break from December 20th to January 5th.