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Argumentation and Debate

T, TH 9:30-10:45 Soc. 39

Fall Semester 2016

Comm. 25

Instructor: Vanessa Buldo

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Office location: Hum. 56

Office Hours: Mondays and Wednesdays 9-9:30 am 2-2:30 pm.

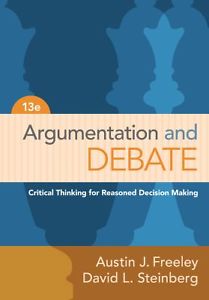
Tuesdays and Thursdays 9-10 am,

Fridays 7-8 am virtual office hours via email or blackboard.

After Labor Day office hours will change slightly.

**Textbook:**

Freeley, A. J., & Steinberg, D.L.(2014). Argumentation and Debate. (Custom) Boston, MA: Wadsworth.



**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:**

After the completion of this course the student will be able to:

1. Critically formulate, advocate and evaluate oral arguments using logic, discriminating between valid and fallacious forms of reasoning in a variety of debate formats.
2. Construct and deliver dynamic, competent and ethical presentations that are adapted to the purpose and audience.
3. Utilize organizational patterns and research materials that incorporate sufficient, credible, and relevant evidence.
4. Explain the principles of human communication by critically evaluating public speeches through constructive critique and self-analysis.

**Course Objectives:**

In the process of completing this course, the student will demonstrate the ability 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. Develop and advance a reasoned position on a debatable issue.

**Late and missed assignments:**

1. A presentation that is not presented on the assigned date will receive zero points for that assignment. Student may make-up **one** speech with a **two** letter grade drop on assigned days. **The assigned outline must be turned in on the due date to be eligible to present a make-up speech.** The make-up day may not be during regular class, but students will need to work within the given schedule.
2. A presentation that is not presented on the assigned date will receive zero points for that assignment.
3. No attachments by e-mail accepted for any assignment. If a student wants an assignment reviewed prior to the date it is due he/she must provide a hard copy.
4. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
5. Accommodations will be made for students with a verifiable medical excuse.

**Classroom Deportment**:

Each student is expected to respect the rights of the other students in the class and the instructor. The exploration of controversial ideas is an essential component of this class. Students who do not behave in a respectful manner will be asked to drop the class. Turn cell phones and laptops off before coming to class. Text messaging during class is not appropriate. Since this class is built on an interactive environment, student attendance is critical and required.

**On exam and speech days the classroom door will be locked ten minutes after class begins. This is in an effort to avoid disruptions and distractions once speeches and exams begin. Students are not allowed to enter through the lab beyond the allotted time or they will receive a zero.**

**Student Rights:**

So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the Schedule of Courses. Students with disabilities should identify themselves so that appropriate accommodations can be made.

**Assignments**:

Pro/Con Speech 100

SPARS 50

Flow Sheets 50 (**Signature Assignment**)

Mini Debate 100 (**Signature Assignment**)

Controversial Debate 150 (**Signature Assignment**)

Outlines and Briefs 50 (**Signature Assignment**)

Participation 100

Quizzes (3) 200

Essay 100 (**Signature Assignment**)

Final 100

**Extra Credit may be earned only if signature assignments have been completed and will not exceed 50 points.**

The following numerical guidelines will be used in the assignment of final grades.

900-1000 = A

899-800 = B

799-700 = C

699-600 = D

599-0 = F

**Dropping and adding classes:**

It is the student’s responsibility to add or drop a class by the designated date. Failure to drop a class prior to the drop date will result in an F in the class.

**Late and missed assignments:**

1. A presentation that is not presented on the assigned date will receive zero points for that assignment. **NO LATE WORK ACCEPTED**.
2. No attachments by e-mail accepted for any assignment. If a student wants an assignment reviewed prior to the date it is due he/she must provide a hard copy.
3. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
4. Accommodations will be made for students with a verifiable medical excuse.

**Plagiarism and cheating will not be tolerated and will result in a zero on an assignment and proper consequences for all students involved.**

**Daily Schedule Tuesday, Thursday**

|  |  |  |
| --- | --- | --- |
| 8-16 | Orientation to class  Origins of Argumentation | Chapter 1 |
| 8-18 | Assign Pro/Con Speech  The role of audience | Chapter 1 |
| 8-23 | Essays Assigned  Ethical Standards | Chapter 4 |
| 8-25 | Fields of Argumentation | Chapter 2, 5 |
| 8-30 | Quiz #1 | Chapters 1, 2, 5 |
| 9-1 | Prima Facie  Propositions and Burden of Proof | Chapter 6,7 |
| 9-6 | Briefs Due- Review |  |
| 9-8 | Pro/Con Speeches Begin |  |
| 9-8 | Speeches continued |  |
| 9-13 | Speeches |  |
| 9-13 | Speeches Finished |  |
| 9-15 | Review for Exam #2 |  |
| 9-20 | Quiz #2 |  |
| 9-22 | SPARS Assigned and mini activity | Chapters 6, 7 |
| 9-27 | Traditions of argumentation | Chapter 3 |
| 9-29 | Toulmin’s Model |  |
| 10-4 | Toulmin’s Model Activity | Chapter 3 |
| 10-6 | SPARS |  |
| 10-11 | SPARS |  |
| 10-13 | Quiz #3 |  |
| 10-18 | Credible Research  Tests of Evidence  Mini Debate Assigned | Chapter 8  Chapter 9 |
| 10-18 | Mini Debate Preparation |  |
| 10-20 | Meet with partners |  |
| 10-25 | Mini Debates Begin |  |
| 10-27 | Debates continued |  |
| 11-1 | Cooperative Debate Assigned  Meet with partners and opposing team | Topics chosen |
| 11-3 | Fallacies in Reasoning | Chapter 4 |
| 11-8 | Propositions finalized for debate |  |
| 11-10 | Research due |  |
| 11-15 | Debate preparation |  |
| 11-17 | Make-up Day |  |
| 11-22 | Debates begin |  |
| 11-24-11-25 | Thanksgiving Holiday |  |
| 11-29 | Debates |  |
| 12-1 | Debates continued |  |
| 12-6 | Debates |  |
| 12-8 | Debates finished Final Exam Preparation |  |
| 12-15 | Final Exam 9-10:50 |  |

\*Note: this syllabus is subject to change depending on the needs of the class.