Communication 25: Argumentation

Reedley College Fall 2023

Tentative Syllabus

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Virtual Office Hours Tuesday 11:00 and Thursday at 5:00 on Zoom

Required Materials Textbook: Arguments and Arguing Third Edition by Thomas Hollihan and Kevin Baaske Waveland Press 2016. ISBN 9781478629290

(This book is in it’s Fourth Edition. If you get a Fourth Ed, that will be fine.)



# Course Description

Argumentation is designed to provide students with critical inquiry and advocacy methods. Emphasis will be placed on the analysis, presentation and evaluation of oral and written argumentation. This course focuses on identifying fallacies, testing evidence, and advancing a reasoned position while defending and refuting arguments. Students will write a minimum of 6,000 words during the course of the semester. This course fulfills the G.E. requirement for Critical Thinking (Foundation A3). G.E. credit requires a grade of “C” or better. (C-id designation Comm 120) This course has a prerequisite of completion of English 1A, and Communication 1 is suggested.

# Online Class

Because this is an online course, all communication and work will be conducted online. You will be expected to keep track of due dates and submit your work on time. I will review and grade your work offering constructive and timely feedback. However, this is a communication course, and one of the primary focuses of the class is presentations and debates. While some of your presentations will be recorded and uploaded, **debates require interaction and will be held in Real-time on Zoom**. You will be placed in debate groups based on availability. I will also hold topic discussions that I strongly encourage you to log in for. These discussions will be recorded on Zoom and the recording will be posted for students who were unable to attend.

# Submitting Work

Videos submitted for assignments should be embedded. Do not post links or files for downloading. This is for ease of grading and system security. All written work should be text files. **No handwritten work or jpeg files will be accepted**. This allows for text-based feedback and eliminates the problem of readability. I will ask you to re-submit videos or written work if the submitted work does not comply with expectations.

# My Policy Regarding Communication

If you have questions about the class, you can always ask on the Q & A Discussion Board for Course Details or message me on Canvas (See blue Arrow below for location on Canvas). In general, Canvas messages are preferred to email, and I will usually respond within 24 hours. I check the messages and discussion boards daily, M-F. If you have specific questions, you can either drop into the Zoom meeting during my office hours or request a Zoom conference for another time. In addition, if you need my help right away, you can call M-F 9-5. If I do not pick up leave a message, and I will get back
to you within a few hours. My preferred method for discussion is Zoom or phone. Email and messages are inefficient and often fail to clarify issues that may only take a short chat to clear up.

# Student Rights

Students are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses.  This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students caught cheating or plagiarizing in my class will receive a zero on the assignment and any assignment connected to that assignment (e.g. cheating or plagiarism on a speech will result in a zero on the speech, the outline, the reference page, and on all audience evaluations). Any student caught cheating or plagiarizing will also forfeit all participation points, and all audience evaluation points and will not be allowed to take the final, will not be allowed any extra credit points, and a referral to the Dean of Instruction WILL be made. In the case of plagiarism, if it is determined by the instructor that written work contains uncited portions of works contained in the Reference page, the student will be allowed to rewrite the work with corrections. Still, they will lose 50% of their points on the assignment.

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

**ALL DEBAATES AND PRESENTATIONS MUST BE CAPTIONED**

# Student Learning Outcomes

## Upon completion of this course, students 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.

# 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. Develop and advance a reasoned position on a debatable issue.

 ***This schedule and syllabus are subject to change at the discretion of the instructor – it is the responsibility of the student to check on announcements made during any absence.***

“Per Title V Regulation 58170(e), students must be referred to academic support services by counselors or instructors. With this statement on my course syllabus, I am referring any students in my class in need of academic support to tutorial services. Tutorial services may include the tutorial center, writing center or communication lab. Referral reason: Mastering the content, study skills, and basic skills of this course is aided by the use of trained peer tutors.”

# Assignments

|  |  |  |
| --- | --- | --- |
| **Graded Item** | **Points Possible** | **Score** |
| My Future Goals Handout  | 5 |  |
| Introduction speeches | 0 |  |
| Clue Solution Sheet | 5 |  |
| Toulmin Model Quizzes/Assignments | 50 |  |
| Argument of Fact Brief Rough Draft | 5 |  |
| Argument of Fact Brief Peer Review | 20 |  |
| Argument of Fact Brief | 25 |  |
| Argument of Fact Presentation | 100 |  |
| Advertising Arguments Opinion Handout | 25 |  |
| Advertising Arguments Presentation This is a Signature Assignment | 50 |  |
| SP-AR DebatesSpontaneous Argumentation DebatesTwo Debates each worth 50 points | 100 |  |
| Values Exercises | 10 |  |
| Values Criteria  | 5 |  |
| Values Debate Brief Rough Draft | 5 |  |
| Values Debate Brief Peer Review | 20 |  |
| Values Debate Brief | 25 |  |
| Values Debate This is a Signature Assignment | 50 |  |
| Policy Debate    A Win is worth 10 PointsThis is a Signature Assignment | 100 |  |
| Policy Briefs Rough Draft  | 5 |  |
| Policy Briefs Peer Review | 20 |  |
| Policy Debate Briefs2 Briefs 25 pts each | 50 |  |
|  |  |  |
| Paper Rough Draft | 5 |  |
| Paper Rough Draft Peer Evaluation | 20 |  |
| Term PaperThis is a Signature Assignment | 50 |  |
| 4 Quizs at 50 points each. I will drop your lowest Quiz score  | 150 |  |
| Final Exam | 100 |  |
| Total Points Possible  | 1000 |  |

The instructor reserves the right to increase points for students who are on the margin; this will be done on the basis of attitude and participation throughout the semester and is solely at the discretion of the instructor.

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

900-1000   =    A

800-899     =    B

700-799     =    C

600-699     =    D

599- 0        =    F

## Grade Checks and Canvas

Grades are kept as current as possible and you may check them with me before or after class or by email. I post a second set of grades on Canvas. Canvas will also be used for course documents and announcements.

# Attendance

What does it mean to attend an online class? Generally, in a face-to-face class, attendance simply means “to be present”. But what does that mean for us in an online course? If we look deeper, the root of the word attendance is “attend.” To attend goes
Well, beyond just being present. It also means “to look after,” “to be with,” or “to apply one’s self”. In this richer meaning of the word, your attendance in this class is mandatory; you simply get to choose WHEN you are with us, look after your work and apply yourself. You will be expected to engage with the course throughout each week by completing assignments and responding to discussion boards and announcements. The first introductory assignment is due by midnight on the first day of class. If you do not respond, you will be considered a NO SHOW and dropped.
From the class. If you do not complete the work for Week 1 and Week 2 modules, you will also be dropped for non-attendance.

# Late and Missed Assignments

• All assignments MUST be turned in on Canvas; I will NOT accept any emailed papers

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• You must complete all of your presentations and debates. Missed speeches and debates cannot be made up!

• I have a stringent policy on late work. Outlines and Briefs must be turned in, or you will
not be allowed to give your Speech/Debate. Simply put, outlines and briefs are your preparation for the assignment. If you are not prepared, you will not be allowed to waste your classmate’s time by “winging it.”

• Outlines, Briefs and Papers submitted after the due date/time will lose 1% per hour. These points are automatically deducted by Canvas. No papers will be accepted after five days or the last day of instruction.

• Quizzes and the Final Exam are given on Canvas. You will have a 48-hour window in which to take them. Once they close, you will not be allowed to take the quiz or final. As a reminder, I will drop your lowest quiz score.

# Additional Point Assignments

In addition to the assignments, I will be offering limited extra credit assignments. They will be briefly announced in class and posted on Canvas. It is the student’s responsibility to look them up and turn them in by the deadline posted on Canvas.  Extra credit assignments submitted by students who have missed signature assignments (see list of assignment for \*signature assignment designation) will **not** be accepted. The sole purpose of extra credit assignments is to enhance learning, not to take the place of assignments.

# Brief Descriptions of Major Assignments:

Toulmin’s Model Handout:Students will complete a handout outlining several arguments. Understanding Toulmin’s model is vital in understanding how arguments are constructed. This handout will give practice in examining how arguments are constructed.

Proposition of Fact Speech Assignment:Students will construct an extemporaneous presentation and advocate for a proposition supporting or challenging a proposition of fact. Using the forms of support discussed in the text, develop and construct a speech explaining why a particular claim of fact is true or not.

Advertising Arguments:Students will prepare a presentation no longer than 5 minutes in which they will illustrate to the class how arguments are made in advertisements. Grading will be based on presentation, a handout showing the claim and your opinion.

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 at the beginning of class.

Debates & Presentations: Presentation dates will be pre-assigned. **I do not allow anyone to give their presentations 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 presentations for severe and verified medical excuses. Make ups will be on the basis of time available.

Debates will include SPAR and Prepared formats. Each student will participate in 2 SPAR debates. SPAR stands for **SP**ontaneous **AR**gumentation.  These debates are short impromptu debates. Students will also participate in a mini group policy debate preparing claims and data in a written format. Finally, each student will also participate in one Policy Debate. These debates will follow competitive 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. Debaters and opponents are drawn randomly. For the Values and Policy debates, only students who have submitted briefs will be allowed to debate.

Quizzes & Final:There will be 4 quizzes and a final exam in this class. I do not allow for make-up exams however; the lowest quiz score will be dropped. 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, reading assignments and class discussions.

Finals: The Final Examination will have a 48-hour window like the quizzes. I will also NOT allow students to take the final prior to finals week, unless there is a verifiable MEDICAL reason. Some students may not be allowed to take the final due to plagiarism, cheating, or lack of completing all signature assignments.

**Students with 810 points or more in the course prior to the final, will not need to take the final.**

Signature Assignments:Assignments designated as signature assignments must be completed in order to earn extra credit, participation points or take the final exam. Students who do not earn a grade on any signature assignment will not be allowed to take the final exam and will not be allowed to earn extra credit. These assignments are also used to assess Student Learning Outcomes