

Communication 25: Argumentation  
 Fall 2011  
 Monday thru Thursday 6:00pm – 8:50pm  
 Room: Reedley College: Business 40  
 Instructor: Bryan R. Hirayama  
 Course Information: 50996  
 Email: [bryan.hirayama@reedleycollege.edu](mailto:bryan.hirayama@reedleycollege.edu)



**Office Hours**

<p>Monday: 5:45 – 6:00pm &amp; 8:50 – 9:05pm          or          Immediately following the completion of each class session. Also by appointment (Tuesday, Thursday, Friday).</p>	<p>Reedley College</p>
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**Required Text**

	<p><b>Required Materials:</b></p>
	<p><b>Textbook:</b>          Rybacki, K. C. &amp; Rybacki, D. J. (2008) <i>Advocacy and opposition: An introduction to argumentation</i>. (6<sup>th</sup> Ed.) Boston, MA. Allyn and Bacon: Peasons.</p> <p><b>ISBN-10:</b> 0205488781  <b>ISBN-13:</b> 978-0205488780</p>
	<p><b>Materials and Resources:</b></p> <ol style="list-style-type: none"> <li>1. 882E Scantrons (One)</li> <li>2. One Small Blue Book</li> <li>3. Reedley College Library Card</li> <li>4. Access to the Internet</li> </ol>

**Required Materials and Resources**

1. One 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 Midterm and Final will receive 5 points extra-credit. However, this scantron cannot, in any way shape or form, be hole-punched.
2. One Small Blue Book: For both the Midterm and the Final Examination there will

- be a short essay question students will be required to answer. This Blue Book will be used for these answers on both examinations.
3. Access to a computer and the internet: Students are going to be required to do a lot of research outside of class in preparation for the assignments. It is imperative that students have access to the computer and the one of the two word processing programs listed below and a reliable connection to the internet. Blackboard is an intricate part of this class so students will need to be able to sign in to get information for the course, complete assignments, and take online quizzes.
    - a. Microsoft Word
    - b. Open Office
  4. Package of 3X5 or 5X7 Note Cards
  5. A Positive Attitude (Required)

### **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.

### **Blackboard Disclaimer**

Links to outside resources found on blackboard should not be copied or duplicated due to copyright infringement. Under the *Fair Use Guidelines for Educational Multimedia*, instructors have been granted use of outside resources for the purposes of teaching within certain boundaries and restrictions. One of those restrictions prohibits students from making copies of copyrighted materials. Please make sure that you are using the technology and resources responsibly for the purposes of the course and do not share this information with people outside of the course. Thank you.

### **Classroom Deportment**

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.

College is about much more than just academic affairs. For some college is the first real opportunity for freedom and experimentation. Although this new found freedom often creates new experiences for students, the conversations concerning those behaviors have no place in my classroom. Students who make explicit reference to drugs and alcohol with little to no relevance to the academic conversation happening in class will be asked to leave. This type of disruptive behavior will not be tolerated and although it may appear to be funny to others, I find no real entertainment in these types of discussions. Students who cannot demonstrate communication competency in regards to these issues will be asked to leave. If these problems persist, students will be removed from the course.

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.

It is important for students to also consider their appearance when coming to class and presenting ideas. Students should dress appropriately for presentations. Although professional attire is not required, appearance does matter in the eyes of the audience. Students who do not look the part can drastically damage their credibility. Please think carefully about your appearance before coming to class on your presentation day.

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. Coming into class the day that an assignment is due and asking for an extension puts all parties in an awkward position. Considering no late work will be accepted, you should already know the answer before you as the question (See **Late Assignments**).

### **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. Due to the budget crisis our state and public institutions face, students who occupy a seat on my roster will receive a grade and that grade will not be changed or altered via the request of students.

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. Perpetual tardiness will not be tolerated.

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; Full name, phone number, and date. 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.

For this session, students should miss no more than one class session. Students who miss more than one class are putting their grade in serious jeopardy and their credibility as a

dedicated student in question. Please plan your absences wisely, if at all, and be in class to handle your responsibilities as a student.

### **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. There is no reason why a student should submit handwritten work in this course. There are a few activities in class where this will be counted but as far as written work that falls outside of class, no handwritten work will be accepted.

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 be submitted as a typed hard copy, emailed to me as an attachment, or submitted through blackboard. This will be specified by the instructor. Students who attempt to hand in a hard copy of an assignment that was supposed to be submitted online will not receive credit for that assignment.

Attachments must be sent as Microsoft Word documents or Open Office Documents for those students who do not have Microsoft products. A link for the free Open Office word processing program can be found on blackboard in the **Helpful Links** link on the left hand side of your blackboard homepage. 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 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

As an instructor who knows schedules sometimes get slightly off course, I reserve 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 that take place between the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via email.

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

Email	
To:	bryan.hirayama@reedleycollege.edu
Subject:	Semester, Course Title, and Assignment Title or What the email is regarding (e.g. Fall 2011 Comm 25 Art as Argumentation)
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.

Any assignments attached to an email should be titled as follows:

Attachment	Student's Full Name and Assignment Title (e.g. John Smith Cooperative Debate Outline)
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## 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
Syllabus Quiz	10	
Partner Introductions	25	
Test Email Assignment	5	
Art as Argumentation Presentation	50	
Art as Argumentation Handout	25	
Spontaneous Argumentation Debates (SPAR)	50	
SPAR Reflection Paper	25	
SPAR # 2	75	
SPAR # 2 Online Survey	10	
Research Article Presentation	15	
Lincoln Douglas Debate	100	
Lincoln Douglas Debate Flow Sheet	25	
Lincoln Douglas Debate Reflection Paper	25	
Lincoln Douglas Debate Peer Evaluation	20	
Cooperative Debates	200	
Cooperative Debate Brief	50	
Cooperative Debate Peer Evaluation	20	
Ridiculous Sales Pitch	50	
Chapter Quizzes	120	
Movie Analysis Paper	50	
Mid-Term Examination	50	
Final Examination	50	
Participation	50	
<b>Total Points Possible</b>	<b>1100</b>	

**A = 990 - 1100 Points**

**B = 880 – 989 Points**

**C = 770 – 879 Points**

**D = 660 – 769 Points**

**F = 550 – 659 Points**

## Brief Descriptions of Assignments

**Syllabus Quiz:** After reviewing the syllabus with the class, students will be tested on their understanding of the procedures, policies, and requirements of the course. Students should pay attention to what is going to happen during the course of the semester, as disclosed on the syllabus to do well on this assignment.

**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.

In order to have information to share with the class, students will fill us the diagram below to identify some of the roles, identities, and other roles they have in a variety of contextual areas in their lives. Students should use a regular sheet of printer paper to create a 3X2 section paper to draw pictures, glue on symbols, and other representative images to represent who they are and who they want to be. There should be no words used in this activity, just images.

	Home	School and Work	In my community / As an activist or advocate
Who I am			
Who I want to be			

**Test Email Assignment:** Students will email their instructor and submit this assignment through Blackboard's SafeAssign. This document will simply have the proper heading for documents submitted in this class. The heading of the document should look like this:

Name	Last Name #
Course	
Instructor	
Date	
Title	

Please note that in the upper-right hand corner, last name, and page number are entered into the header box of the document. The rest of the information is in the body of the document.



**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. Additional information concerning both this assignment and the handout that accompanies it can be found on Blackboard.

**Art as Argumentation Handout:** In addition to the presentation, students will be responsible for providing a handout to each member of class. These handouts will provide a thorough summary of the arguments being presented and a brief history of the artists/creator and the piece of art in relationship to the larger body of work created by the originator. (Please see Blackboard for an example of this assignment.)

**Reflection Papers:** Effective communicators often reflect back on their exchanges with others to gain insight, understanding, and gather information to inform future interactions. This assignment is designed to help students do just that. After completing both the SPAR and Lincoln-Douglas Debate assignments, students will submit an essay reflecting back on their debating experience. Students will be required to look both on the debating process from researching and brainstorming to the finished debate. These essays will be an analysis of the content, delivery, and interaction of the debate. Students will look at their effectiveness as a public speaker, their performance with special attention to the verbal and nonverbal components to their delivery, their strengths, / weaknesses as a debater, and areas for improvement in the future.

Below are the requirements for this assignment.

Below are a number of areas that students should consider when writing these papers. This list is by no means exhaustive and if students would like to discuss other issues regarding the debate, they should feel free to do so.

1. How did you feel about the debate overall?
2. Which part of the debate was the most difficult and why?
3. What was your greatest strength as a debater? Why?
4. What was your greatest weakness as a debater? Why?
5. Did anything unfold during the debate that you didn't expect?
6. Did you handle your opponent the way you imagined? If so, did you do as well as you thought you were going to? If not, why do you believe it didn't go the way that you planned it?
7. Were you prepared for this debate? If so, how did this influence how you felt before, during, and after the debate? If not, how did this influence how you felt before, during, and after the debate?
8. If given the opportunity, what would you do differently? Why?
9. If given the opportunity, what would you keep the same? Why?
10. Which part of your message was the strongest? Why?
11. Which part of your message was the weakest? Why?
12. Did you have enough evidence to support your claims?

13. As a performer, how did the debate go for you? What were the strongest and weakest points of this performance?

Below are the requirements for the paper itself. These writing requirements are consistent for the most part across the written assignments for this course. Please make sure that you are doing everything in your power to submit documents that fulfill these requirements:

1. Write an essay that includes an introduction, body, and conclusion.
  - a. The body of the paper should:
    - i. Clearly state the main points
    - ii. Offer evidence from the planning process and the performance to support the main points
    - iii. Should support the thesis statement of the paper
2. Format their paper so that it follows the guidelines of written work for this course and is in accordance with the standards of the APA style manual. Please pay attention to the font and spacing of this document and make sure that you list the information required for all written documents for this course. In the upper left hand corner of the paper the author should list their name, course title, instructor's name, and date. In the center of the document there should be an appropriate title. In the header box in the upper right hand corner, the author should have their last name and the page number inserted.
3. Identify, analyze, and explain what they experienced both as they prepared for this assignment and when they presented the message to a live audience.
4. Submit this assignment as a Microsoft Word or Open Office document attachment via email to [bryan.hirayama@reedleycollege.edu](mailto:bryan.hirayama@reedleycollege.edu)
5. Do a thorough spelling and grammar check on their written work. Students should submit a final product that accurately embodies the amount of time and effort dedicated to this assignment. Papers submitted that have not gone through the rigors of this editing process will be severely penalized.

**Research Article Presentation:** An important part of the class is being able to research effectively and use these sources both within written work and orally during debates. For this assignment, students will need to research and find one academic journal (please see the Librarian and the specialist inside the library whose sole purpose is helping students access resources) and write-up a summary and properly cite in proper APA format this citation. Students will submit through Blackboard SafeAssign, a Microsoft Word or Open Office document that looks like the following:

Name	Last Name #
Course Title	
Instructors Name	
Date	
	Title
Summary of the Article	

## Reference Page

Rybacki, K. C., & Rybacki, D. J. (2007). *Advocacy and opposition: An introduction to argumentation* (6th ed.). Boston, MA, United States of America: Allyn and Bacon: Pearsons.

**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.

**Spontaneous Argumentation (SPAR) & SPAR # 2:** In everyday interaction, people do not have a great deal of time to gather their thoughts when debating or arguing with others. It is important for students to be able to gather their ideas efficiently and communicate those ideas effectively during interaction. This assignment is designed to test student's ability to think on the fly and speak off the cuff during debate. Students will face off against another student in an informal debate on a topic introduced moments before the debate begins. Students will be expected to do the following:

1. Present themselves as composed, in control, and articulate debates.
2. Present a clear, concise, and well organized message that consists of:
  - a. An overarching claim: directly state their position on the topic under inspection and up for discussion
  - b. Evidence to support the claim
  - c. Supporting material to strengthen the evidence offered
3. Present ideas to the audience in a dynamic, authentic, nature, and polished manner. Students must consider the following in an effort to construct and perform effectively:
  - a. Language choices
  - b. Delivery elements
    - i. Both verbal and nonverbal communication
      1. Including but not limited to volume, rate, pitch, articulation, posture, body movement, gestures
  - c. Physical appearance
  - d. Think critically
    - i. Rationally, logically, and creatively about the topic

Below is the structure and time table for this assignment:

Affirmative Opening Statement (Constructive)	1 minute
Negative Opening Statement (Constructive)	1 minute
Affirmative Rebuttal	2 minutes
Negative Rebuttal	2 minutes
Negative Closing Statement	1 minute
Affirmative Closing Statement	1 minute

Considering the time constraints and this assignment, students should also keep in mind:

1. Although there are time constraints, students should still communicate their ideas effectively with a clear beginning, middle, and end during their whole debate. Make sure that whatever claims are introduced are supported with evidence.
2. Students should not address each other but should address the audience during the debate. They may address each other during the crossfire but the focus should be on the audience as a whole.
3. Debate should not be taken personally. People are challenging ideas and although debaters may be personally invested in the topics being discussed, they should not think of their opponent as someone who is coming after them and their ideals, values, truths, etc...

**SPAR # 2 Online Survey:** Upon the completion of SPAR # 2, students will fill out a survey via Blackboard on their performance. This survey consists of ten statements where students will have to assess different aspects of their delivery, the content of their SPAR, and other features of their debate on a likert-style scale. There is a short-answer question that addresses the areas students perceived to be their weakest.

**Lincoln Douglas Debate:** At this point in the semester, students will have a much deeper and richer understanding of argumentation and what it takes to be successful as a debater. For this assignment, debating partnerships (one student versus another student) will be assigned a proposition of value. Students will be responsible for debating over the moral validity of one ideal, or a number of issues in connection to one ideal, versus another. Students should invest a significant amount of time into thinking and researching for this assignment because the propositions will require debaters to think critically to uncover the core values under inspection.

Below are the requirements for this debate:

1. Speakers must fulfill the minimum speaking requirement. The structure and time table below lists the time limits. Speaker # 1 must speak at least 3:30 minutes for their first round and 2:30 minutes for their second speaking obligation. Speaker # 2 must speak at least six minutes.

2. Students are responsible for delivering a message that is well-organized (with an introduction, body, and conclusion), clear and concise (state their position on the proposition directly and support any claims made with credible evidence), well-developed (students should invest a considerable amount of time thinking about and researching the core values addressed in the proposition and use credible sources to support any claims advanced), and delivered effectively (see below).
3. Take a position on one side of the proposition up for discussion and provide evidence to support their position. Students will be required to do outside research for this debate and during the debate will be required to orally cite at least three credible sources in support of their position.
4. The main section of the debater's words should be dedicated to supporting their claims and overall position on the proposition. Debaters should have at least three well-developed main points in support of their claims and overall position.
5. Students must also deliver their message effectively by:
  - a. Using appropriate language
  - b. Managing their image and persona in front of the audience
  - c. Control any nervous tendencies and/or communication apprehension effectively
  - d. Consciously and strategically using their communication (both verbally and nonverbally) to reach a desired end in the eyes of the audience
  - e. Acting like a professional including being courteous and respectful to their opponent. This includes listening attentively during their counterparts speaking time and being aware of the nonverbal messages that we are sending to our counterpart and the audience (intentionally and unintentionally (sometimes used strategically)).
  - f. Both offering support for claims made and simultaneously challenging the ideas of their opponent. There is a fine line and balance that students must consider when offering support and refuting points.
6. In addition to the delivery component to this assignment, students should pay special attention to their appearance for this debate.
7. In addition to the debate performed in class, students will submit a Lincoln-Douglas flow sheet.

Below are the requirements for these flow sheets:

Affirmative:

Opening Statement	Main Point # 1	Main Point # 2	Main Point # 3	Conclusion	Negative Speaker Break	Reiteration of Round # 1	Refutation and Clarification of Negative points	Closing Statement
						This section will be	This section will be blank when	

						blank when submitted via email	submitted via email	
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Negative:

Opening Statement	Challenge Affirmative points	Main Point # 1	Major Point # 2	Major Point # 3	Closing Statement
	This section will be blank when submitted via email				

Lincoln-Douglas flow sheets are due via email as a Microsoft Word attachment before class on the due date.

Below is the structure and time table for the Lincoln-Douglas Debate assignment:

Affirmative	5 minutes
Negative	9 minutes
Affirmative	4 minutes

**Lincoln Douglas Debate Peer Evaluation:** As stated under the Student Learning Objectives in the introductory pages of this syllabus, students who pass this course will have developed the ability to critique the effectiveness of their as well as others communication. The two peer evaluation assignments (**Lincoln Douglas Debate Peer Evaluation** and the **Cooperative Debate Peer Evaluation**) will ask students to demonstrate that capacity as assess the performance, content, and interaction of their fellow students during debate. Students will be handed an individual paper or packet of

**Cooperative Debates:** The final debate for this course will be made up of two groups facing off against another pair. These debating teams will consist of two to three people and will be assigned by the instructor. It is not uncommon in everyday interaction to have a number of people joining forces will debating about an issue and it is just as common then to have to be able to respond, through both constructive and refutation, to more than one person.

Each member in the group will be responsible for offering at least two constructive arguments and two rebuttals during the debate. Both groups will know which side of the issue they are taking prior to the day of the debate unlike the SPARS from earlier in the semester. Each group member will be required to do extensive research on the issue they are debating. Debaters should be more than familiar with at least eight credible sources

for these debates. Students will be graded by both the instructor and their peers within the class.

**Cooperative Debate Brief:** In preparation for the cooperative debates, students will be required to create a debate outline. These outlines will help students organize their ideas for the somewhat unpredictable nature of the debate. One outline will be submitted for the group and the outline should be written as a cohesive outline versus fragments pasted together. This is a full-sentence outline that should be free of spelling, grammatical, and punctuation errors. Students will also be responsible for using APA formatting to properly cite information in the text of the outline and compile a comprehensive reference page. Please look to Blackboard for a sample format and example of this assignment.

**Cooperative Debate Peer Evaluation:** See **Lincoln Douglas Debate Peer Evaluation** description above.

**Ridiculous Sales Pitch:** People are bombarded with messages attempting to sell them products and services on an everyday basis. This assignment is designed to make students aware of the messages they consume by asking them to create one. Students will be responsible making a sales pitch on a product that they believe is ridiculously fabulous. That is a product these products can be:

1. Something that is already on the market (e.g. XBOX 360, Blue Ray Player, Perfect Brownie Maker)
2. Based on a product or service that already exist but with a different spin (take a product and change its purpose or function)
3. Create a new product or service (In the past, I had a student sell colored artificial turf for a private residence, poop spray, and a variety of infomercial worthy products.)

Students will be responsible for submitting a note card with this ridiculous sales pitch written up as speaking notes. This note card will checked at the beginning of class and then will be collected immediately following the students presentation. Students who attempt to do this assignment in class and jot down their notes very quickly will not be given credit for this assignment.

Name:	
Course:	
Instructor:	
Date:	
	Title
Introduction:	
I. Attention Getter	
II. Introduce the Product	
III. Preview Points	
IV. WIIFY – What is in this product for us?	

Body:

- I. Main Point 1 and Support
- II. Main Point 2 and Support
- III. Main Point 3 and Support

Conclusion

- I. Summarize
- II. Clincher
- III. End the Sales Pitch Smoothly

**Chapter Quizzes:** For each of the assigned readings, students will be required to take an online quiz through Blackboard (check the **Assignments** folder). These quizzes consist of one to ten multiple-choice questions that test a student's retention, understanding, and practical application of the ideas, theories, and concepts from the readings. Over the course of the semester, there will be twelve quizzes each worth ten points each. Students will only be allowed to take each quiz once and each quiz is due the before class on the day discussed (please check syllabus schedule for due dates).

**Movie Analysis:** In class we will watch a movie where the main characters make 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.

**Midterm & Final:** There will be both a midterm and a final examination in this class. The final exam is comprehensive test. Both the Midterm and Final will have both a multiple choice selection and a short essay writing component. Students should consult their lecture notes, the lecture PowerPoint presentations, chapter quizzes, and the course textbook in preparation for these examinations. More information regarding these tests will come later in the semester.

**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: Fall 2011**

<b>Date</b>	<b>Material Covered</b>	<b>Important Announcements</b>	<b>Required Reading</b>	<b>Due Dates</b>
<b>August</b>				
<b>8/15</b>	Introduction to Course. Course Overview. Partner Introduction. Discuss the Transactional Model of Communication and Principles of Verbal and Nonverbal Communication.		Read Chapter 1 & 2 before class on 8/22.	
<b>8/22</b>	Discuss Chapter 1: What Is Argumentation and Chapter 2: Where Do I Begin in Argumentation. Public Speaking Overview	Assign: Art As Argumentation Assignment	Read Chapter 3 & 4 before class on 8/29	Syllabus Quiz, Test Email Assignment, and Chapter 1 & 2 Quizzes due before class.
<b>8/29</b>	Discuss Chapter 3: What Am I Going to Argue About and Chapter 4: How Do I Analyze Propositions. Mini Lecture on Delivery for Presentations.			Chapter 3 & 4 Quizzes due before class
<b>September</b>				
<b>9/5</b>	No Class (Labor Day)			
<b>9/12</b>	Art As Argumentation Assignment.	Make sure to make enough handouts for everyone in class.	Read Chapter 5 & 6 before class on 9/19	Art As Argumentation Handout Due.
<b>9/19</b>	Discuss Chapter 5: How Is a Unit	Assign: SPAR Partnerships and		Chapter 5 & 6 Quizzes due

	of Argument Created? And Chapter 6: How Do I Prove My Arguments. Discuss Credibility and Persuasion.	Debate Format		before class
9/26	SPAR			SPAR Speaker Notes (In class activity).
<b>October</b>				
10/3	Midterm Examination (Chapters 1 – 6). Movie (In Class)	Assign: Movie Analysis Paper Distribute Research Articles for 10/10 Discussion.	Read Chapter 7 & 8 before class on 10/10. Read Research Articles.	
10/10	Discuss Chapter 7: How Do I Reason with My Audience and Chapter 8: What Should I Avoid. Discuss Conducting Research and Citing Sources & Research Articles.	Assign: Lincoln Douglas Debate Teams and Propositions.		Chapter 7 & 8 Quizzes due before class
10/17	SPAR: Battle of the Sexes		Read Chapter 9 & 10 before class on 10/24	SPAR Speaker Notes (In class activity).
10/24	Discuss Chapter 9: How Are Factual Propositions Argued? And Chapter 10: How Are Value Propositions Argued?	Assign: Cooperative Debate Teams and Propositions & Lincoln Douglas Debate Peer Evaluation		Chapter 9 & 10 Quizzes and the Movie Analysis Paper due before class
10/31	Lincoln Douglas Debates	Assign: Ridiculous Sales Pitch.		Lincoln Douglas Debate Flow Sheets due

				before class. Peer Evaluations due at the end of class (in class activity)
<b>November</b>				
11/7	Lincoln Douglas Debates		Read Chapter 11 & 12 before class on 11/14	Peer Evaluations due at the end of class (in class activity)
11/14	Discuss Chapter 11: How Are Policy Propositions Argued? And Chapter 12: How Do I Present My Arguments to an Audience? Ridiculous Sales Pitch Assignment Delivered.	Assign: 48 Laws of Power Assignment.		Chapter 11 & 12 Quizzes and Ridiculous Sales Pitch Note Card due before class.
11/21	48 Laws of Power Assignment. Cooperative Debate Team Consultation	Thanksgiving Break on November 24 <sup>th</sup> – 25 <sup>th</sup> . Assign: Cooperative Debate Peer Evaluation.		48 Laws of Power Assignment due before.
11/28	Cooperative Debates			Cooperative Debate Briefs due before class. Peer Evaluations due at the end of class (in class activity).
<b>December</b>				
12/5	Cooperative Debates	Assign: Final Examination. Review for Final.	Review course lecture notes, PowerPoint's,	Peer Evaluations due at the end

			and previous quizzes and Midterm.	of class (in class activity).
<b>12/12</b>	Final Examination	Do not forget your scantron and blue book		