

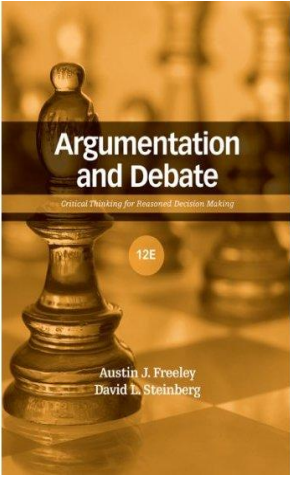
Speech 25: Argumentation
Spring 2011
Tuesday 6:00pm – 8:50pm
Room: Reedley College: Business 40 (BUS 40)
Instructor: Bryan R. Hirayama
Course Information: 51958
Email: bryan.hirayama@reedleycollege.edu



Office Hours

Tuesday: 5:50 – 6:00 & 8:50 – 9:00 (or immediately after each class session) 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. 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.

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.

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 a week from 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 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

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:	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.

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

Attachment	Student's Full Name 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
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 (2 SPARS* 100)	
Cooperative Debates (Individual 50 pts) (Dyad 50 pts) (Group Presentation 50 pts.) (Win 20 pts) (Peer Evaluation 30 pts)	200	
Conspiracy Theory / Propaganda Presentation	25	
Cooperative Debate Briefs 25 pts each side	50	
Movie Argument Analysis	50	
Reflection Papers (2 @ 25 pts ea.) Cooperative Debate & Art as Argumentation	50	
Mid-Term Examination	100	
Final Examination	100	
Participation	100	
Total Points Possible	950	

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. 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.

Conspiracy Theory Presentation: Conspiracy theories paint a very different picture of a reality that others take for granted. For this assignment, students will be responsible for researching a particular conspiracy theory or come up with a conspiracy theory of their own. Students must offer a summary of the conspiracy theory up for discussion and offer support for why this conspiracy theory should be accepted as the new reality or why this conspiracy theory is a theory and not fact. Students will be responsible for turning in a reference page, in APA format, that identifies the sources students used to gather information about the conspiracy theory and the sources they used to come to an ultimate conclusion concerning the conspiracy theory.

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.

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.

SPAR: Twice during the semester, students will face off against another student in a semi-formal debate. Students will be required to do outside research on a topic given in class to the dyad debate partnerships. Each student will be responsible for researching both sides of the issue assigned to their partnership. Moments before the partnership

SPAR, each member of the partnership will be told which side of the issue they will be responsible for. It is imperative that students do their research because failure to do so will result in a level of under-preparedness that will impact grades. Students will also be required to hand in a SPAR Debate Flow Sheet. This flow sheet can be found on the blackboard site. More information regarding these assignments will be distributed on the date identified on the course schedule.

Cooperative Debates: The final debate for this course will be made up of two groups facing off against another pair. 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 Outline: 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. Students will also be responsible for using APA formatting to properly cite information in the text of the outline and compile a comprehensive references page.

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. .

Mid-Term & Final: There will be both a mid-term and a final examination in this class. The final exam is comprehensive test. 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 for Spring 2011

Date		Materials Covered	Announcements	Required Reading/Due Dates
January				
1/11	Tuesday	Course Overview and Introductions		Email Assignment Read Chapters 1 & 2.
1/18	Tuesday	Discuss Chapters 1 & 2: Critical Thinking & Applied Academic Debate. Narrative Paradigm.	Assign SPAR Debate # 1. Monday January 17th Martin Luther King Jr. Day (No Classes)	Read Chapters 3, 4, & 5.
1/25	Tuesday	Discuss Chapter 3, 4, & 5. Stating the Controversy, Analyzing the Controversy, Exploring the Controversy	Assign Art as Argumentation Assignment.	Read Chapters 6 & 7.
February				
2/1	Tuesday	Discuss Chapter 6 & 7. Evidence and Tests of Evidence. SPAR		SPAR Debate Flow Sheet Due.
2/8	Tuesday	Art as Argumentation	February 11th is the last day to change a class from credit/no credit.	Art as Argumentation Delivered. Read Chapters 8, 9, & 10.
2/15	Tuesday	Discuss Chapters 8,	Friday February	Reflection Papers

		9, & 10: The Structure of Reasoning, Types of Reasoning, & Obstacles to Clear Thinking. Toulmin's Model	18th Lincoln Day (No Classes)	Due. Study for Quiz # 1. Read Chapter 11.
2/22	Tuesday	Mid-Term on Chapters 1 – 10. Discuss Chapter 11: Requirements of the Case	Monday February 21st Washington Day (No Classes)	
March				
3/1	Tuesday	Would You Rather? Analysis of Debates - Video	Assign SPAR Debate # 2.	
3/8	Tuesday	SPAR	March 11th Last day to drop a full-term class (letter grades assigned after this date). Assign Conspiracy Theory Presentation	Read Chapter 12 & 13.
3/15	Tuesday	Discuss Chapter 12 & 13: Building the Affirmative Case & Building the Negative Case	Assign Cooperative Debate Assignment. Assign Groups for Cooperative Debates.	
3/22	Tuesday	Conspiracy Theory Presentations Delivered. Cooperative Debate Groups Create Operational Definitions.		Read Chapters 14 & 15. All Conspiracy Theory Presentation References Pages are due.
3/29	Tuesday	Discuss Chapters 14 & 15. Refutation & Presenting the Case: Composition &		Read Chapter 16 & 17
April				
4/5	Tuesday	Discuss Chapter 16		

		& Chapter 17: Presenting the Case: Delivery Evaluating the Debate. Political Debates		
4/12	Tuesday	Movie	Assign Movie Analysis Paper	
4/19	Tuesday	Spring Break	Monday – Friday. Spring Recess April 18th – 22nd (Classes Reconvene on April 25th)	
4/26	Tuesday	Cooperative Debates Consultation and Group Meeting		
May				
5/3	Tuesday	Cooperative Debates		All Cooperative Debate Briefs Due.
5/10	Tuesday	Cooperative Debates. Review for Final Examination		Study for Final Examination.
5/17	Tuesday	Final Examination	Regularly Scheduled Time Bring 882 E Scantron	

For a comprehensive breakdown of the Spring 2011 Calendar for Reedley College, please direct your attention to the URL's below:

<http://www.reedleycollege.edu/index.aspx?page=56>

<http://www.reedleycollege.edu/index.aspx?page=54>

A copy of the Final Exam schedule is viewable at:

<http://www.reedleycollege.edu/index.aspx?page=220>