

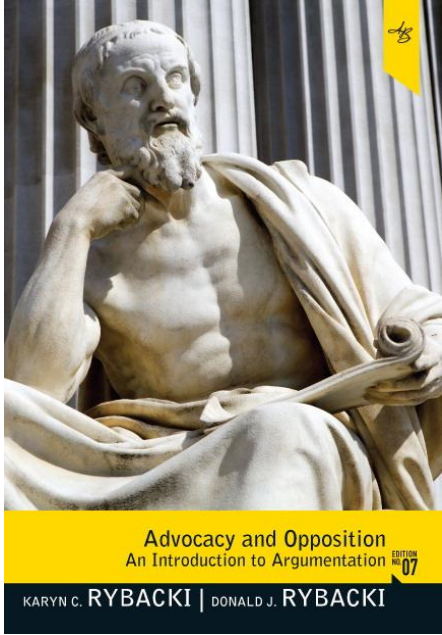
Communication 25: Argumentation  
 Spring 2012  
 Class Meeting: Tues./Thurs. 2:00pm – 3:15pm  
 Room: Reedley College: Portable 2  
 Instructor: Bryan R. Hirayama  
 Course Information: 51955  
 Email: [bryan.hirayama@reedleycollege.edu](mailto:bryan.hirayama@reedleycollege.edu)



### Office Hours

Tuesday/Thursday 1:30pm – 1:55pm Tuesday/Thursday 4:50pm – 5:30pm or by appointment	Reedley College
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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>. (7<sup>th</sup> Ed.)          Boston, MA. Allyn and Bacon: Peasons.</p> <p><b>ISBN-10:</b> 0205781187  <b>ISBN-13:</b> 978-0205781188</p>
	<p><b>Materials and Resources:</b></p> <ol style="list-style-type: none"> <li>882E Scantrons (One)</li> <li>One Small Blue Book</li> <li>Reedley College Library Card</li> <li>Access to a Computer and the Internet</li> </ol>

### Required Materials and Resources

1. One 882 E Scantron. The Midterm for the course will take up the front side (1-50) of the Scantron and the Final will take up the back (51-100). Students who keep and use one Scantron for both the Midterm and Final will receive five points extra-credit. However, this Scantron cannot, in any way shape or form, be hole-punched, bent, damaged, or have marking on it.
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. An additional five points of

- extra-credit will be offered for reusing this book as well.
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

### **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 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. My classroom is a SAFE SPACE for all students and when someone isn't feeling welcomed intentionally, I take it very personally.

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 before entering class. In the event that a cell phone 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 damage their credibility. Please think carefully about your appearance before coming to class on your presentation days.

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 those 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. Do not do this.** There is a lot that can be done before a due date, but there is nothing that can be done on the due date. However, emailing me moments before an assignment is due claiming that technology is the culprit of a late submission is highly suspect and will be treated as such.

Blackboard is an important part of the class and I understand that technology does go on the fritz from time to time. Not having an internet connection is not a valid excuse for not turning work in on time. It should be understood that there are a lot of ways to submit work despite not having access to technology at home. Please make sure that you are doing everything within your power to acquiesce the materials, machinery, software, and technology required to be successful in this course. Considering no late work will be accepted, you should already know the answer before you ask the question (See **Late Assignments**).

Students should dedicate a significant amount of time and energy into doing their work for this course. There is an expectation that the work submitted for this class will be of the highest quality possible. It is a waste of both your time and my time to turn in work that is less than your best. You are paying for this college education and instead of cheating yourself of a potentially meaningful learning experience, really invest yourself to doing well.

### **Attendance**

After the two 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 for being irresponsible.

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 there is some type of temporary scheduling conflict, please just let the instructor know beforehand.

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 shut the door behind them gently so as not to make excessive noise, sit down in the first available chair, and be very quiet. Please be courteous to your peers and instructor. Just come to school on time all the time 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 be legible and include contact information; Full name, phone number, and date. All documentation must be submitted the day the student returns to class. For student athletes, excused absences due to sporting events must be cleared beforehand. 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, notes from a coach or trainer, and any other excuse that falls outside of the boundaries of excusable absences recognized by Reedley College will not be accepted (please see the Reedley College catalog for this information).

For Spring 2012, students should miss no more than two class sessions. 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. Skipping class to complete work for the course will be virtually pointless considering all work is due before the start of class and the fact that I do not accept late work.

### **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 an 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 to make up the work.

**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. All work submitted for this class will be done through Blackboard or via email.

I have a very strict policy when it comes to late work and the quality of work. The majority of the assignments will be submitted through Blackboard. If for some reason, a student has problems submitting work through Blackboard on the day an assignment is due, students should immediately email me their work as an attachment to my faculty email, listed above, before the start of class. This does not grant permission to submit late work, nor does this mean that I will accept the late work in question. All this means is

that there is evidence that something has come up and the two of us can discuss the extraneous variables that created an unavoidable barrier for you submitting your work on time. Each and every student registered in the class has full access to the computer lab in the library so there is no excuse why work cannot be turned in on time. Procrastination is not a valid excuse when it comes to submitting work late. Students who attempt to hand in a hard copy of an assignment that was supposed to be submitted online will not earn 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 Information Folder in Blackboard under **Helpful Links and Resources**. **All work is due at the beginning of class**. That means any work submitted through Blackboard or 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 just like everyone else. Not being in class does not somehow extend due dates or qualify you for special treatment. There is a schedule in this syllabus as well as a calendar within Blackboard to keep students in the loop as far as due dates are concerned.

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 / and committed intentionally, 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 if the offense warrants it. I take plagiarism very seriously and you should too.

### **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 and the course. Changes could potentially be made to assignments, evaluations, and due dates. Announcements for these changes could be made verbally or online. I will definitely try to put something in writing that is available for all students to see. 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 takes place between the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via email. Students should be re-reading their email messages for grammar mistakes, run a spelling grammar check through the email provider, and pay close attention to the message between the lines. Please make sure that the tone taken in the message compliments the written message being sent across. **Emails that are not sent in the format below will not be opened.**

**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. Spring 2012 Comm 25 Hidden Messages and Argumentation Assignment)
Message:	Mr. H,  Your Message Sincerely,  Your Name

**Document Titles:** Documents should be saved and submitted in the following format. Failure to properly save documents will result in the deleting of miscellaneous named documents submitted via email and through Blackboard. It is not my job as your instructor to save your documents under the proper title. Please make sure that you are following the format when it comes to saving documents:

Document Title	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.

It is your responsibility to provide this document to your instructor within reasonable time of any accommodations you might require.

## Assignments

Assignment	Points Possible
Syllabus Quiz	10
Test Blackboard Assignment	10
Partner Introduction Write-up	10
Partner Introduction	15
Hidden Messages and Argumentation Presentation	50
Hidden Messages and Argumentation Handout	25
Spontaneous Argumentation Debates (SPAR)	50
Spontaneous Argumentation Reflection Paper	50
Research Article Write-Up	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	25
Cooperative Debate	200
Cooperative Debate Proposition	15
Cooperative Debate Brief	50
Cooperative Debate Peer Evaluation	50
Ridiculous Sales Pitch	50
Chapter Quizzes	120
Discussion Board (5 entries x 10 points)	50
Term Paper	50
Mid-Term Examination	50
Final Examination	50
Participation	50
<b>Total Points Possible</b>	<b>1155</b>

A = 1039.5 - 1155

B = 924 – 1039.4

C = 808.5 – 923.9

D = 693 – 808.4

F = 692.9 and below



**Grading:** It should be understood that the course policies are designed to maintain a fair standard when it comes to grading. Students should also understand that any and all feedback that I provide on submitted work is done so with the student's growth and learning in mind. References made to writing level, language, accent for presentations or debates, and/or appearance, will only be mentioned if it is detrimental for students taking their work to the next level. This constructive criticism should be taken as nothing more than suggestions for improvement and not malicious criticism towards the individual and their intelligence. If at any time a student has a question or concern about the feedback that has been provided, students should contact the instructor to discuss these issues further. It is preferred to have these discussions face-to-face.

In the spirit of this class, students have the right to challenge their grades on the three major debates for the class (SPAR, Lincoln Douglas, and Cooperative Debate). If for whatever a student feels like they earned more points on a given assignment, students must submit a formal write-up via email as a Microsoft Word or Open Office Document. More information can be found in Blackboard in the Additional Course Materials folder under Grade Change Write-Up.

### **Assignments**

**Syllabus Quiz:** After reviewing the syllabus in the class, and giving it a second read outside of class, students will be tested on their understanding of the procedures, policies, and requirements of the course. This quiz is located in Blackboard in the Assignments Folder. It is a twenty-question multiple choice quiz.

**Partner Introduction Write-Up:** In order to prepare for the partner introductions, students are required to prepare a short write-up. Students should identify who they are and who they want to be at school, work, and at home. There is an example in Blackboard what this write-up might look like. In addition to submitting a copy of this document through Blackboard, every student should bring a copy of this document to class to share with their partner who is going to be responsible for introducing them to the rest of the class.

**Partner Introductions:** Students will give a short 1-2 minute presentation about one of their fellow classmates. 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 discourse. Although this is a credit/no credit assignment, it should be taken seriously.

**Test Blackboard Assignment:** This assignment will be submitted through Blackboard. The purpose of this assignment is to make sure that students are aware of and can properly prepare and submit documents for this class. For this assignment, students are required to prepare a Microsoft Word or Open Office document with the proper title and with the proper heading. Within this syllabus you will also find how to properly save documents for this course. Below is the information you must include in the heading of a document submitted for this class:

(Header Box)	Last Name #
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.

**Discussion Board (5):** Five times during the semester, students will be required to sign into their Blackboard account, create a Discussion Board thread, and respond to your fellow students’ threads. Students will be graded on the depth of their responses, validity of the claims being made, strength of the support offered, and the comments made in response to their peers’ posts on the discussion board. Every student is required to post at least three comments for each discussion board topic. One thread must be in direct response to the discussion board prompt and the other two must be in response to at least two posts for two separate students (please do not think you can only respond to two threads. By all means, respond to as many as you’d like).

The last rule when it comes to posting on the discussion board is that you cannot get credit for more than two posts a day. Students who procrastinate until the due date for the discussion board will not be able to earn full-credit if they make three posts on the same day. These discussion boards are for ongoing conversation not just post-and-run. Discussion board will be open until the due date when the last posts are due. The due dates for these posts are listed in the due dates section of the syllabus schedule below. The topics for these discussion points will be used for in-class discussion so keeping up with them will be vital to students staying in the loop with class discussion.

Something to keep in mind for these discussion boards is that when you take a position on these issues you must provide reasoning and evidence to support your claims. It may require you doing some outside research and reading. For some of the discussion boards there are outside readings and resources to assist students in taking a position on the topics in the discussion boards.

**Hidden Messages and Argumentation Presentation:** For this assignment, students will have a number of options to choose from. No matter which option is selected by students, it should be understood that this presentation is persuasive in nature. Students are ultimately making an argument that must be supported with credible evidence. Critical and creative thinking as well as outside research are going to play an important part of this assignment. More information regarding the specifics of this assignment can be found on Blackboard.

1. In most of the media we consume, there are messages coded into the art, lyrics, visual arrangement, and dialogue. To the untrained eye, ear, and mind, these messages are bought wholesale with little thought or concern with the larger message it creates and promotes. For this option, students will take a piece of media they find intriguing, controversial, obscene, or meaningful and flush out the meaning within.
2. There are no real distinct boundaries around what is “Art”. Is there anything that falls outside the traditional boundaries of what is “art” that you believe is in-fact “art”? In the past, students have made the argument that family is a piece of art. Sky is the limit when it comes to this option for this assignment.

**Hidden Messages and Argumentation Handout:** In addition to the presentation, students will be responsible for providing a handout to each member of class. These handouts will identify the piece of “art” or media, the author(s), artist(s), etc... involved with these messages, when the muse was created, and last but not least students will create an outline of their argument for the others students to look over. More information regarding the format for this assignment can be found on Blackboard in the Assignments Folder under the assignment title.

**Reflection Papers (SPAR Reflection and Lincoln Douglas Reflection):** Effective arguers and debaters 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, brainstorming, what happened during the debate, and how they felt at the completion of the 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.

**Research Article Write-Up:** 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:

	Last Name #
Name	
Course Title	
Instructors Name	
Date	

Title
Summary of the Article
Reference Page
Rybacki, K. C., & Rybacki, D. J. (2007). <i>Advocacy and opposition: An introduction to argumentation</i> (6th ed.). Boston, MA, United States of America: Allyn and Bacon: Pearsons.

**Research Article Presentation:** After completing the Research Article Write-Up, students will present this information to the rest of the class. It is important that students not only know how to research and cite information properly but also talk about this information from an informed position and oral citing the information properly as well. Students will share the information from their research while also practicing building credibility into the researcher(s) / author(s) of the information. Students might need to share the credentials of the researcher (s) / author(s), the journal this information was published in and the history and credibility of the publication, the date of publication, the details of the research if relevant (sample size and reliability estimates), among other information. These presentations will be very short but should be done properly.

**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 earn zero points. 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, Lincoln Douglas, and Cooperative debates.

**Spontaneous Argumentation (SPAR):** In everyday interaction, people do not have a great deal of time to do research and careful plan when debating or arguing with others. It is important for students to be able to gather their ideas both efficiently and effectively. This assignment is designed to expose student's to this type of critical and creative thinking while testing their 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:

<b>Affirmative Opening Statement (Constructive)</b>	1 minute
<b>Negative Opening Statement (Constructive)</b>	1 minute
<b>Affirmative Rebuttal</b>	2 minutes
<b>Negative Rebuttal</b>	2 minutes
<b>Negative Closing Statement</b>	1 minute
<b>Affirmative Closing Statement</b>	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...

**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. Simply doing the research and using that information to stay informed about the topic that you are speaking about is not enough. You must cite sources and use the credibility of others, data, and other forms of evidence help your cause in building your case. A student who does not cite the three minimum sources can earn no more than 70% on this assignment.
  4. The speaker should have a well-structured presentation that addresses not only the points that need to be made to build the case, it must also cover the opponents points and work to weaken their points, challenge their reasoning, or point out other inconsistencies in reasoning, evidence, or topicality. The main section, or body, of the debater's words should be dedicated to supporting their claims and overall position on the proposition. Again, that requires also defending against attacks from the opposition. 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.

Simply filling out the flow sheets with superficial information about the topic will not suffice. These flow sheets should mirror a preparation outline in nature and should be comprehensive. Sources should be properly cited using APA formatting within the flow sheet. It has been my experience that the more detailed and thorough these flow sheets are, the more prepared and fluent the debaters come off. You are not only doing your grade a disservice by not dedicating yourself to this assignment but you are also potentially making yourself vulnerable as a debater.

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 blank when submitted via email	This section will be blank when submitted via email	

Negative:

Opening Statement	Challenge Affirmative points	Main Point # 1	Major Point # 2	Major Point # 3	Closing Statement
	The order of these points might change for you. You might need to present your ideas first their challenge your opponents or vice versa. It is up to you and how you are				

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

<b>Affirmative</b>	5 minutes
<b>Negative</b>	9 minutes
<b>Affirmative</b>	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 own as well as others communication within the context of argumentation. 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. Debaters will be required to orally cite a to-be-determined number of sources during the Cooperative Debate. Students will be graded by the instructor, their Cooperative Debate partner, and a class vote for winner of the Cooperative Debate.

**Cooperative Debate Proposition:** For the final debate in this class, students will be choosing their own topics/issues to debate about and also formulate their own propositions outlining what exactly is up for debate. Students must sit down with their partners and opponents and wordsmith a proposition that encapsulates the topic/issue the group will be debating about. Groups must also consider and potential work together to define problematic terms that could cause confusion and/or misinterpretation by both the debaters and/or audience. Students will all then be responsible, that means each individual student, for submitting a copy of this proposition and the defining terms through Blackboard for a grade. Students will be deducted points for submitting propositions that are fraught with error. These errors could be created from a number of variables including language issues, ambiguity, too large/small scope, etc...



**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. Students will all then be responsible, that means each individual student, for submitting a copy of the Cooperative Debate Brief through Blackboard. Please look to Blackboard for a sample format and example of this assignment.

**Cooperative Debate Peer Evaluation:** Since the Cooperative Debate Assignment is a group project, it is important that group members are held accountable for their work. Students will be grading their Cooperative Debate Partner on their contribution on the Cooperative Debate Brief and Cooperative Debate. In addition to these two major elements, students will be assessing their partners on a number of other areas including their willingness to work together, and how timely and effective they communicated before the debate. Students who do not complete this assignment will receive a twenty-five point penalty on the grade they receive from their partner. Their partners, on the other hand, will receive full-credit for their contribution despite what may have actually happened in the distribution and completion of work.

**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:
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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). One really important thing to keep in mind is once a student starts an online quiz, they must finish that quiz in one sitting. It has been my experience that this format works best and helps us to avoid a whole host of problems with multiple attempts and extended time-frames for test taking.

**Term Paper:** The final writing assignment for this class will be an argumentative essay where students will take a position on any issue. Students will be required to invest a considerable amount of time and energy into doing research for this assignment. These Term Papers must be formatted in APA style including a cover page and abstract. Throughout the semester students have created a heading to my specifications but for this paper they must strictly follow the APA style manual for formatting research papers. More information will be posted on Blackboard regarding this assignment.

**Midterm & Final:** There will be both a midterm and a final examination in this class. The final exam is comprehensive. 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, participate in class discussion, 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

not be awarded each class session to students who merely show up to class, respond to questions and discussion with “I don’t know,” or sleep, play with their cell phones, text message, and otherwise use class time for something other than what it was designed for. Participation points will be earned in the following ways:

1. Every class period could potentially begin and end with a recorded activity that will be collected before students depart from class.
2. On the days students are not required to record information, 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.
4. Actively participating in class discussion.
5. Asking poignant questions and bringing to the attention of class current events that apply to the ongoing discussion.

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: Spring 2012**

Date	Material Covered	Required Reading	Important Dates and Due Dates
<b>January</b>			
<b>January 10<sup>th</sup></b>	Course Introduction. Course Overview. Partner Introduction Write-Up Assigned		
<b>January 12<sup>th</sup></b>	Partner Introductions. Transactional Model of Communication & Principles of Communication	Read Chapter 1 before class on January 17 <sup>th</sup>	Syllabus quiz due before the start of class.  Test Blackboard Assignment due before the start of class.  Partner Introduction Write-Up due before the start of class.
<b>January 17<sup>th</sup></b>	Discuss Chapter 1: What Is Argumentation?	Read Chapter 2 before class on January 19 <sup>th</sup> .	Chapter 1 online quiz due before the start of class
<b>January 19<sup>th</sup></b>	Discuss Chapter 2: Where Do I Begin in Argumentation?		Chapter 2 online quiz due before the start of class.  January 20 <sup>th</sup> Washington's Birthday Holiday (No Class).
<b>January 24<sup>th</sup></b>	Public Speaking Lecture  Assign: Hidden Messages and Argumentation Assignment	View Jonathan Hobin Photography Webpage and the Video Clips located in the Hidden Messages and Argumentation Assignment folder	<b>Discussion Board # 1 due</b> before the start of class.
<b>January 26<sup>th</sup></b>	Hidden Messages and Argumentation Exercise	Read Chapter 3 before class on January 31 <sup>st</sup>	
<b>January 31<sup>st</sup></b>	Discuss Chapter 3: What Am I Going to	Read Chapter 4 before class on	Chapter 3 online quiz due before the

	Argue About?	February 2 <sup>nd</sup>	start of class.
<b>February</b>			
<b>February 2<sup>nd</sup></b>	Discuss Chapter 4: How Do I Analyze Propositions?		Chapter 4 online quiz due before the start of class.
<b>February 7<sup>th</sup></b>	Hidden Messages and Argumentation Presentation		Hidden Messages and Argumentation Presentation Handout for presenters on February 7 <sup>th</sup> due before the start of class.
<b>February 9<sup>th</sup></b>	Hidden Messages and Argumentation Presentation		Hidden Messages and Argumentation Presentation Handout for presenters on February 9 <sup>th</sup> due before the start of class.
<b>February 14<sup>th</sup></b>	Hidden Messages and Argumentation Presentation	Read Chapter 5 before class on February 16 <sup>th</sup>	Hidden Messages and Argumentation Presentation Handout for presenters on February 14 <sup>th</sup> due before the start of class.
<b>February 16<sup>th</sup></b>	Discuss Chapter 5: How Is a Unit of Argument Created?	Read Chapter 6 before class on February 21 <sup>st</sup>	Chapter 5 online quiz due before the start of class.
<b>February 21<sup>st</sup></b>	Discuss Chapter 6: How Do I Prove My Argument?		Chapter 6 online quiz due before the start of class.
<b>February 23<sup>rd</sup></b>	Lecture on Credibility and Persuasion  Research Article Presentation		<b>Discussion board # 2 due</b> before the start of class.  Research Article Write-Up due
<b>February 28<sup>th</sup></b>	Midterm Examination	Read Surfing into Spirituality (attachment found in Blackboard)	
<b>March</b>			

<b>March 1<sup>st</sup></b>	Discuss: Discussion Board # 2 and Surfing into Spirituality  Assign: Spontaneous Argumentation  Assign: Term Paper		<b>Discussion board # 3 due</b> before the start of class.
<b>March 6<sup>th</sup></b>	Spontaneous Argumentation		
<b>March 8<sup>th</sup></b>	Spontaneous Argumentation	Read Chapter 7 before class on March 13 <sup>th</sup>	March 10 <sup>th</sup> Last day to withdraw from College or to be dropped from an 18-week course
<b>March 13<sup>th</sup></b>	Discuss Chapter 7: How Do I Reason with My Audience?  Assign: Lincoln Douglas Topics and Partnerships.	Read Chapter 8 before class on March 15 <sup>th</sup>	Chapter 7 online quiz due before class.  Spontaneous Argumentation Reflection Paper due before the start of class.
<b>March 15<sup>th</sup></b>	Discuss Chapter 8: What Should I Avoid?		Chapter 8 online quiz due before class.  March 16 <sup>th</sup> Last day for degree and certificate or achievement candidates to file application for May 2012 completion date
<b>March 20<sup>th</sup></b>	Lecture on Conducting Research and Citing Sources  Assign: Cooperative Debate Topics and Partnerships.		<b>Discussion board # 4 due</b> before the start of class.

<b>March 22<sup>nd</sup></b>	Lecture on Delivery	Read Chapter 9 before class on March 27 <sup>th</sup>	
<b>March 27<sup>th</sup></b>	Discuss Chapter 9: How Are Factual Propositions Argued?		Chapter 9 online quiz due before class.  Cooperative Debate Propositions due before the start of class.
<b>March 29<sup>th</sup></b>	Continue discussion		
<b>April</b>			
<b>April 3<sup>rd</sup></b>	Spring Break		April 2 <sup>nd</sup> – 6 <sup>th</sup> Spring Recess (No Class)
<b>April 5<sup>th</sup></b>	Spring Break	Read Chapter 10 before class on April 10 <sup>th</sup>	
<b>April 10<sup>th</sup></b>	Discuss Chapter 10:		Chapter 10 online quiz due before class.
<b>April 12<sup>th</sup></b>	Lincoln Douglas Debates		Lincoln Douglas Debate flow sheets due for debaters delivering on April 12 <sup>th</sup> . These documents are due before the start of class.
<b>April 17<sup>th</sup></b>	Lincoln Douglas Debates		Lincoln Douglas Debate flow sheets due for debaters delivering on April 17 <sup>th</sup> . These documents are due before the start of class.
<b>April 19<sup>th</sup></b>	Lincoln Douglas Debates	Read Chapter 11 before class on April 24 <sup>th</sup>	Lincoln Douglas Debate flow sheets due for debaters delivering on April 19 <sup>th</sup> . These documents are due before the start of class.
<b>April 24<sup>th</sup></b>	Discuss Chapter 11:	Read Chapter 12	Lincoln Douglas

	How Are Policy Propositions Argued	before class on April 26 <sup>th</sup>	<p>Debate Reflection Papers are due before the start of class.</p> <p>Lincoln Douglas Debate Peer Evaluation due before the start of class.</p> <p>Chapter 11 online quiz due before the start of class.</p>
<b>April 26<sup>th</sup></b>	Discuss 48 Laws of Power Discussion Board.		<p><b>Discussion board # 5 due</b> before the start of class.</p> <p><b>Term Paper due</b> before class.</p>
<b>May</b>			
<b>May 1<sup>st</sup></b>	Cooperative Debates		Cooperative Debate Briefs due for debaters delivering on May 1 <sup>st</sup> . These documents are due before the start of class.
<b>May 3<sup>rd</sup></b>	Cooperative Debates		Cooperative Debate Briefs due for debaters delivering on May 3 <sup>rd</sup> . These documents are due before the start of class.
<b>May 8<sup>th</sup></b>	Cooperative Debates		Cooperative Debate Briefs due for debaters delivering on May 8 <sup>th</sup> . These documents are due before the start of class.
<b>May 10<sup>th</sup></b>	Cooperative Debates		Cooperative Debate Briefs due for debaters delivering on May 10 <sup>th</sup> . These



			documents are due before the start of class.
<p><b>May 15<sup>th</sup></b> <b>2:00pm – 3:50pm</b></p>	<p>Ridiculous Sales Pitch</p> <p>Final Examination</p>	<p>Study hard and bring in your Scantron and bluebook that you used on the Midterm Examination.</p>	<p>Cooperative Debate Peer Evaluation due before the start of class.</p> <p>Ridiculous Sales Pitch due before the start of class.</p>