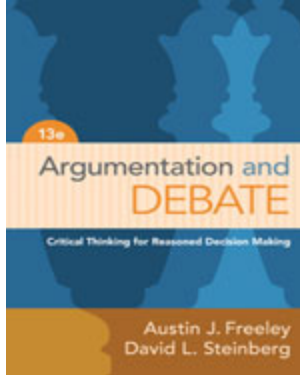


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Communication 25 - Argumentation - Spring 2014



Required Texts:

Freeley, A. J., Steinberg, D. L. (2014). *Argumentation and debate: Critical thinking for reasoned decision making* (13th ed.). Boston, MA: Wadsworth.

Course Description: Argumentation is designed to provide students with the methods of critical inquiry and advocacy. Emphasis will be placed on analysis, presentation and evaluation of oral and written argumentation. This course focuses on identifying fallacies, testing evidence, and advancing a reasoned position while defending and refuting arguments.

ADVISORY: Completion of English 1A is strongly recommended.

Course Outcomes:

Upon completion of this course, students will be able to:

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

Course Objectives:

In the process of completing this course, students will:

- A. Recognize, develop, and defend arguments orally.
- B. Use research and organization to formulate arguments for oral presentation and refutation.
- C. Evaluate others' arguments and oral presentations.
- D. Analyze audiences in order to formulate effective arguments.
- E. Recognize fallacies and illogical arguments.
- F. Develop and advance a reasoned position on a debatable issue.

Policies and Rules:

Attendance - Attendance will be taken for record keeping purposes only. In my experience, students that come to class more frequently are oftentimes more successful. There are 2 exceptions to this policy - 1) if you are absent without contacting me during the first week, I am required to drop you from the course and 2) you will receive a 20 point deduction in your own speech grade if you are absent during any major speech presentation day.

Assignments - Because I am trying to cut back on paper usage, all assignments in this class will be submitted electronically. I know that for some of you this is going to be a new experience, so here are some tips: 1) make sure to save your assignments as .doc(x) or .pdf(x). My computer cannot open other file formats. 2) Sometimes computers are glitchy! Especially 5 minutes before a major deadline. If Blackboard or the dropboxes are acting up, just email me a copy of your assignment. It's easy for me to upload it for you.

Remember that assignment deadlines are strictly enforced (no late work is accepted), so plan ahead to get your assignments in before the deadline.

We will be performing 4 major speeches in this class.

- The *argumentative* speech focuses on a proposition of policy. It is designed to show how stock issues work in the beginning stages of debate preparation. You will also refute your own speech, in the *refutation paper* assignment.
- The *evaluative* speech is a partner speech where you and a partner will choose a proposition of value to argue. You will not be debating, rather one of you will give a speech on the affirmative side and the other will give a speech on the negative side.
- The *SPAR debate* will be our first debate. SPAR stands for spontaneous argumentation. This debate is impromptu.
- The *policy debate* refocuses you and your partner on the topic of your evaluative speech.

You can find more detail about these assignments and grading on Blackboard. You must submit an outline/flow sheet for each major speech assignment - if you do not submit an outline, or do not do the presentation, you will not receive credit for the entire assignment sequence (listed below) and all in-class activity, homework, quiz points. This means that you cannot pass the class if you miss a major speech assignment.

I will keep grades available on Blackboard, but you may also keep track of your own scores here.

Assignment	Points	Your Score	Grading Scale
argumentative speech, outline, refutation paper	200		1000-899.5 = A
evaluation speech, outline, flow sheet	150		899.4-799.5 = B
SPAR debate, flow sheet	50		799.4-699.5 = C
policy debate, brief, flow sheet	200		699.4-599.5 = D
in class activities, mini speeches, homework, quizzes	200		599.4 and below = F
letter to the editor	100		
online participation	100		

A final note on workload: the college estimates that for every hour you spend in class, you should expect

to spend 2 outside of class. Some of you will need more, and some of you will need less. But as you are planning your extracurricular activities, please remember, on average, you can expect to spend 9 hours a week on this class - both in and out.

Cheating and plagiarism - I believe very strongly in academic integrity, and because of this, I take cheating and plagiarism very seriously. We will use Turnitin, a plagiarism detection agency, as a safeguard against any temptations. If you are caught cheating or plagiarizing, please know that I will report it to the college, and you will not receive credit on the assignment. Please realize this includes verbal citations as well as in-text citations - if you do not cite sources in a major speech or paper assignment, you will not receive credit.

STATE CENTER COMMUNITY COLLEGE DISTRICT ACADEMIC DISHONESTY POLICY

Academic dishonesty is unacceptable and will not be tolerated by the State Center Community College District. Cheating, plagiarism, and collusion in dishonest activities erode the college's educational and social role in the community.

CHEATING - Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include but are not limited to:

Copying or allowing another to copy a test, paper, project, or performance.

Using unauthorized materials during a test, for example, notes, formula lists, or "cheat sheets."

Taking a test for someone else or permitting someone to take a test for you.

PLAGIARISM - Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes but is not limited to: Incorporating the ideas of words of another's work without giving appropriate credit.

Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, etc., as one's own.

DISCIPLINARY PROCEDURES - When a faculty member discovers a violation of the cheating or plagiarism policy, the faculty member:

Will arrange a conference with the student and at that time advise the student of the allegations.

Will notify the dean of the division in writing that an act of dishonesty has occurred.

May give the student an F for the assignment and/or for the course

A student may appeal the faculty member's action to the Academic Standards Committee

Classroom Behavior - I know that giving speeches is not a favorite activity for most people. Because of this, I believe it is extremely important for you all to feel comfortable in the classroom and with your classmates. We will be covering topics related to culture, relationships, and self-disclosure. You should feel like the classroom is a safe space to participate. If anyone makes you feel uncomfortable, please let me know. Rude comments, eye rolling, sleeping or being disruptive during class will not be tolerated, and you will be asked to leave.

Electronic Devices - We will hold classes with no cell phones allowed. I know this may be hard for some of you - especially if you are as addicted to Instagram as I am, but I promise, losing the cell phones will encourage you to stay engaged with the class and you will find it more interesting than otherwise.

Lectures and class discussions are more fun when you are all active participants.

To encourage you all, we will be having a semester-long phone challenge. If we can go the whole semester without any phone slip-ups (being heard or seen), I will offer an alternate (easier) assignment instead of the final exam. However, if cell phone usage becomes an issue, I will start asking offenders to leave class (and use up one of their absences!).

E-mail/Call/Text Policy - I answer all emails/calls/texts within 24 hours during the week, and 48 hours on the weekend. Please know that I am happy to answer questions outside of class and office hours. Remember, as you are contacting me, to include your name and which class you are in.

Children and Guests - Unfortunately, I cannot allow children, guests, or animals into the classroom.

Student Rights - You are encouraged to read the “Campus Policies” section of the Schedule of Courses, so you are fully aware of their rights and responsibilities.

Students with disabilities should identify themselves so that appropriate accommodations can be made. If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Disclaimer - Due to unforeseen circumstances, I may need to change, add, or delete course assignments or materials. If you are absent, it is your responsibility to check on changes, assignments, and announcements you may have missed.

Schedule Fall 2014

*Note: students should read the scheduled chapter for the class **before** they come to class.*

Date	Topic / Activity	Reading and Assignments Due
8/11	introduction, what is argumentation, intro speeches	chapter 1, 2
8/18	foundations of argument	chapter 3, 6, 7, quiz 1
8/25	arguing for the proposition, p+r mini speech	chapter 4, 11, 16, HW 1
9/1	holiday - no class	
9/8	evidence, citation mini spech	chapter 8, 9, 10, quiz 2
9/15	argumentative speeches	outlines due
9/22	argumentative speeches	
9/29	arguing against the proposition	chapter 12, 14, HW 2, refutation paper due
10/6	evaluation speeches	outlines due
10/13	evaluation speeches	
10/20	foundations of debate	chapter 2, 5, quiz 3
10/27	formats in academic debate	chapter 17, 20
11/3	listening and evaluation	chapter 13, 15, quiz 4
11/10	SPAR debates	HW 3
11/17	on debating..	appendix A, B, debate brief due
11/24	policy debate	flow sheets due
12/1	policy debate	letter to the editor due
12/8 - Final	final exam	

Syllabus Agreement

By signing and turning in this page, I am declaring that I have read and understand the contents of the syllabus for Communication 25 for Summer 2014.

My signature ensures that I understand the policies outlined in the syllabus and am aware that it is available to me on the Blackboard site for reference.

My signature means that if I have questions about due dates or scheduling I know where to look. Additionally, I am aware that I may be directed to the syllabus if I am asking questions that are easily answered by the syllabus.

I am aware that the syllabus is like a magical document full of answers and is meant to be retained and used like a personal assistant for this course.

Finally, to prove that I have read this agreement – I am going to cross out the following sentence before signing this page:

I am not interested in passing this class.

Printed name

Signature

Date