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Communication 25 - Argumentation - Spring 2014



Required Texts:

Rieke, R.D., Sillars, M.O, Peterson, T.R. (2013). Argumentation and critical decision making (8th ed.). Boston, MA: Pearson.

Recommended Text:

Bourhis, J., Adams, C., Titsworth, S. (2008). Style manual for communication studies (3rd ed.). New York, NY: McGraw Hill.

Course Description: This course is designed to provide students with the techniques necessary for effective public argument. The use of 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.

ADVISORY: Eligibility for English 1A recommended.

Course Outcomes:

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

- A. Critically formulate and evaluate oral arguments using logical reasoning.
- B. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.
- C. Utilize research materials that incorporate sufficient, credible, and relevant evidence.
- D. Choose appropriate organizational patterns.
- E. Analyze the effectiveness of communication through constructive critique.

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. Explore solutions to current issues/problems in society

Policies and Rules:

Contract - You are guaranteed a B if you:

1. attend class regularly--not missing more than two classes;
2. attend class during all major speech assignments;
3. meet due dates and minimum criteria for all major speech and paper assignments;

4. participate (not just attend!) in most (80%) in-class exercises and activities;
5. complete most (80%) informal, low stakes assignments (e.g. mini speeches, homework);
6. complete reading quizzes regularly--not missing more than two quizzes;
7. complete the final exam.

Thus, you earn the B grade entirely on the basis of what you do – on your conscientious effort and participation. The B grade does not come from the my judgment about the quality of your work.

The A grade, however, does rest on the my (and peer) judgment of your work quality.

To earn an A your speeches must be exceptionally high quality. We will use class discussions to explore your notions about what constitutes “exceptionally high quality”, and the we will derive our criteria from your comments and input. After the first few weeks, the criteria will be posted publicly, and hopefully be as concrete as possible. In the end, the I retain power over higher-grade decisions.

I also hope that no one will aim for the lower grades of C, D, or F, however, the quickest way to these grades is to miss lectures and quizzes, and fail to turn in assignments.

Please note, if you miss more than 1 major speech assignment, you are no longer eligible for a passing grade. Also, there is no “late work.” If you are missing classes and assignments, please come talk with the instructor.

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 5 major speeches in this class.

- The *art as argumentation speech* is designed to introduce you to the pervasiveness of argument. You will find an argument in something artistic/commercial and analyze it though your speech.
- 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 either assignment.

The other class assignments are designed to help you practice your ability and understanding.

- We will do quizzes rather than exams. Each non-speech week, we will read 1-2 chapters and you

will take an online quiz on the material. The quizzes are designed to gauge your understanding.

- We will do some mini-speeches in class. Some of these will require advance preparation, some will not. These are designed to practice the material being discussed, so you can effectively use it in your larger assignments.
- You will have some homework assignments. These are designed to help prevent procrastination and encourage more critical thinking about the assignment.
- There will also be a term paper.

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 Spring 2014

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

Date	Topic	Reading and Assignments Due
1/14	syllabus, what is argumentation	chapter 1, intro mini speech
1/21	appraising argumentation, being reasonable	chapter 2, 3, quiz 1, MOD mini speech
1/28	nature of arguments	chapter 4, quiz 2
2/4	evidence	chapter 7, HW #1, citation mini speech
2/11	art as argumentation speeches	outlines due
2/18	analysis in argumentation, case building	chapter 5, 6, proposition and reasoning mini speech
2/25	analysis in argumentation, case building	HW #2
3/4	values in argumentation	chapter 8, quiz 3
3/11	evaluation speeches	outlines due
3/18	evaluation speeches, credibility	chapter 9
3/25	refutation + fallacies	chapter 10, 11, quiz 4, HW #3
4/1	argumentative speeches	outlines due
4/8	argumentative speeches, how-to debate	blackboard handout
4/15	SPRING BREAK	
4/22	SPAR debates	refutation paper due
4/29	recap of types of arguments	debate brief due
5/6	policy debates	flow sheets due
5/13	policy debates	letter to the editor due
FINAL	T 5/20 6-850	