****

**Communication 25: Argumentation and Debate Syllabus**

Spring Semester 2015

Comm. 25

Instructor: Vanessa Buldo

E-mail address: [vanessa.buldo@reedleycollege.edu](mailto:vanessa.buldo@reedleycollege.edu)

Phone: 638-3641 ext. 3680

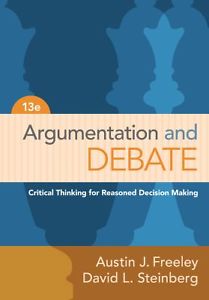
Office location: Soc. 38

Office Hours: Monday 2-3 pm, Tuesday 10-11 am, Wednesday 2-3 pm,

Thursday 10-11 am, Fridays 10-11 am.

**Textbook:**

Freeley, A. J., & Steinberg, D.L.(2014). Argumentation and Debate. (Custom) Boston, MA: Wadsworth.



**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:**

After the completion of this course the student 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.

**Course Objectives:**

In the process of completing this course, the student will demonstrate the ability 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. Explore solutions to current issues/problems in society

**Classroom Deportment**:

Each student is expected to respect the rights of the other students in the class and the instructor. The exploration of controversial ideas is an essential component of this class. Students who do not behave in a respectful manner will be asked to drop the class. Turn cell phones and laptops off before coming to class. Text messaging during class is not appropriate. Since this class is built on an interactive environment, student attendance is critical and required.

**Student Rights:**

So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the Schedule of Courses. Students with disabilities should identify themselves so that appropriate accommodations can be made.

**Assignments**:

Presentations:

Art as Argumentation 100

SPAR 100

Mini Debate 100

Controversial Debate 150

Outlines and Briefs) 50

Participation 100

Quizzes (3) 200

Final Paper 100

Final 100

The following numerical guidelines will be used in the assignment of final grades.

900-1000 = A

899-800 = B

799-700 = C

699-600 = D

599-0 = F

Dropping and adding classes

It is the student’s responsibility to add or drop a class by the designated date. Failure to drop a class prior to the drop date will result in an F in the class.

Late and missed assignments:

1. A presentation that is not presented on the assigned date will receive zero points for that assignment. **NO LATE WORK ACCEPTED**. No attachments by e-mail accepted for any assignment. If a student wants an assignment reviewed prior to the due he/she must provide a hard copy.
2. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
3. Accommodations will be made for students with a verifiable medical excuse.

**Plagiarism and cheating will not be tolerated and will result in a zero on an assignment and proper consequences for all students involved.**

**Daily Schedule Tuesday, Thursday**

|  |  |  |
| --- | --- | --- |
| **1-13** | Orientation to class | Chapter 1 |
| **1-15** | Origins of Argumentation |  |
| **1-20** | The role of audience |  |
| **1-22** | Critical Thinking |  |
| **1-27** | Ethical Standards |  |
| **1-29** | Fields of Argumentation | Chapter 2, 5 |
| **2-3** | **Quiz #1**  Art as Argumentation Speeches assigned | Chapters 1, 2, 5 |
| **2-5** | Prima Facie  Propositions and Burden of Proof | Chapter 6 |
| **2-10** | Propositions and analysis  Final Essays Assigned | Chapter 7 |
| **2-12** | Analyzing Propositions | Chapter 7 |
| **2-17** | **Art as Argumentation Speeches** |  |
| **2-19** | **Speeches continued** |  |
| **2-24** | **Speeches Finished** |  |
| **2-26** | **Quiz #2** | Chapters 6, 7 |
| **3-3** | SPARS Assigned and mini activity |  |
| **3-5** | Traditions of argumentation | Chapter 3 |
| **3-10** | Toulmin’s Model |  |
| **3-12** | **Quiz #3** | Chapter 3 |
| **3-17** | SPARS |  |
| **3-19** | SPARS |  |
| **3-24** | Credible Research  Mini Debate Assigned | Chapter 8 |
| **3-26** | Tests of Evidence | Chapter 9 |
| **3-30-4-3** | **Spring Break** |  |
| **4-7** | Mini Debate Preparation |  |
| **4-9** | **Mini Debates Begin** |  |
| **4-14** | **Debates continued** |  |
| **4-16** | Cooperative Debate Assigned  Meet with partners and opposing team | Topics chosen |
| **4-21** | Fallacies in Reasoning | Chapter 4 |
| **4-23** | Propositions finalized for debate |  |
| **4-28** | Research due  Debate preparation |  |
| **4-30** | **Debates begin** |  |
| **5-5** | **Debates continued** |  |
| **5-7** | **Debates** |  |
| **5-12** | **Debates finished** |  |
| **5-14** | **Essays Due**  Final Exam Preparation | **Essays Due** |
|  | **Final Exam** |  |

\*Note: this syllabus is subject to change depending on the needs of the class.