****

Argumentation and Debate

Spring Semester 2018

Comm. 25

Instructor: Vanessa Buldo

E-mail address: vanessa.buldo@reedleycollege.edu

Phone: 638-3641 ext. 3680

Office location: Hum. 56

Office Hours: Mondays 12:15-1:45 pm Tuesdays 9:30-11 am

Wednesdays 12:15-1:15 pm Fridays 7-8 am virtual office hours via email or canvas.

**Textbook:**

Hollihan, Thomas A., & Baaske, Kevin, T. (2016). Arguments and Arguing. Long Grove, IL: Waveland Press.



**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 (assessed through signature assignments):**

After the completion of this course the student will be able to:

1. Critically formulate, advocate and evaluate oral arguments using logic, discriminating between valid and fallacious forms of reasoning in a variety of debate formats.
2. Construct and deliver dynamic, competent and ethical presentations that are adapted to the purpose and audience.
3. Utilize organizational patterns and research materials that incorporate sufficient, credible, and relevant evidence.
4. 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, 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.
6. Develop and advance a reasoned position on a debatable issue.

**Late and missed assignments:**

1. A presentation that is not presented on the assigned date will receive zero points for that assignment. **No late essays will be accepted. Student may make-up one speech with a two letter grade drop on assigned days. The make-up day may not be during regular class, but students will need to work within the given schedule. Make-up outlines are due as indicated on the daily schedule. Students must turn in an outline on the due date for makeups or they will not qualify to make-up their speech.**
2. No attachments by e-mail accepted for any assignment. If a student wants an assignment reviewed prior to the date it is due he/she must provide a hard copy.
3. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
4. Accommodations will be made for students with a verifiable medical excuse.

**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.

**On exam and speech days the classroom door will be locked ten minutes after class begins. This is in an effort to avoid disruptions and distractions once speeches and exams begin. Students are not allowed to enter through the lab beyond the allotted time or they will receive a zero.**

**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**:

Pro/Con Speech 100

SPARS 50

Flow Sheets 50

Mini Debate 100 (**Signature Assignment**)

Controversial Debate 150 (**Signature Assignment**)

Outlines and Briefs 50

Participation 100

Quizzes (3) 200

Essay 100 (**Signature Assignment**)

Final 100

**Extra Credit may be earned only if signature assignments have been completed and will not exceed 50 points.**

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.

**Students with four or more absences will be dropped. Once the drop date has passed students with multiple absences will receive zero points for participation.**

**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**.
2. No attachments by e-mail accepted for any assignment. If a student wants an assignment reviewed prior to the date it is due he/she must provide a hard copy.
3. It is the responsibility of the student to contact the instructor and inform him or her of any problem.
4. 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**

|  |  |  |
| --- | --- | --- |
| 1-9 | Orientation to class Origins of Argumentation  | Ch.1 |
| 1-11 | Ethical StandardsAssign Pro/Con Speech | Ch.1 |
| 1-16 | Foundations of Argumentation | Ch. 2 |
| 1-18 | Grounds for Argument  | Ch. 7 |
| 1-23 | Quiz #1  |  |
| 1-25 | Propositions  | Ch. 5 |
| 1-30 | Briefs Due |  |
| 2-1 | Pro/Con Speeches Begin |  |
| 2-6 | Speeches continued |  |
| 2-8 | Speeches |  |
| 2-13 | Speeches Finished Mini Debate Assigned |  |
| 2-15 | Inductive and Deductive Reasoning | Ch. 6 part 1 |
| 2-20 | Exam #2 Review |  |
| 2-22 | Quiz #2 |  |
| 2-27 | SPARS |  |
| 3-1 | SPARS |  |
| 3-6 | Toulmin’s Model | Ch. 6 part 2 |
| 3-8 | Toulmin’s Model Activity |  |
| 3-13 | Credible Research Tests of Evidence  | Ch. 8 |
| 3-15 | Quiz #3  |  |
| 3-20 | Mini Debate PreparationMeet with partners |  |
| 3-22 | Mini Debates Begin |  |
| 3-26-3-30 | Spring Break |  |
| 4-3 | Debates continued |  |
| 4-6 | Debates  |  |
| 4-10 | Debates Finished |  |
| 4-12 | Cooperative Debate AssignedFallacies | Topics chosenCh. 9 |
| 4-17 | Propositions finalized for debateAcademic Debate: Additional Insights | Ch. 12 |
| 4-19 | Research due Debate preparation |  |
| 4-24 | Debates begin |  |
| 4-26 | Debates |  |
| 5-1 | Debates |  |
| 5-3 | Debates finished |  |
| 5-8 | Make-up Day |  |
| 5-10 | Final Exam Preparation |  |
| Tues.5-15 | Final Exam 2-3:50 pm |  |

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