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Argumentation and Debate

Summer Semester 2018

Comm. 25

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 Canvas Messenger works best.

**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.

**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.**

**Late and missed assignments:**

### Due Dates are Firm. There are **NO** makeups for speeches, written assignments, or exams that are missed **WITHOUT** a university-excused absence. The instructor must be informed in writing prior to missing class for religious holidays or university-sponsored activities, and excuses for illness or emergencies require appropriate written documentation within one week of the absence.

1. A presentation that is not presented on the assigned date will receive zero points for that assignment. **NO LATE WORK ACCEPTED**.
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.

**Student Code of Conduct**

### In order to foster a positive environment, there are a few tips to respect diversity and foster good discussions. Sexist, racist, transphobic, and homophobic language will not be tolerated in the classroom. If you have opposing views, express them without derogatory language. Be sure to allow everyone’s voice to be heard and if you are not sure if you are being respectful, remember the golden rule: treat others as you wish to be treated. In this class, we will discuss differences, not dispute them, and keep an open environment to facilitate good conversation and communication practices.

**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.**

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

**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**: 1,000 Points Total

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Details**  | **Total Point Values**  |
| Introduction Speech | 1-2-minute speech about yourself. Credit/No Credit Grading Scale. | 50 |
| Pro/Con Speech  | Prompt ProvidedPoints include briefs. Rubric Scale | 125 |
| Mini Debate  | Prompt ProvidedPoints include briefs. Rubric Scale | 125 |
| Controversial Debate  | Prompt ProvidedPoints include briefs. Rubric Scale | 150 |
| Flow Sheets  | 2 @ 25 points each. Audience participate by flowing arguments. Sheets provided on Canvas. | 50  |
| Participation  | **Based on:**Chip Questions—25 Attendance—25 Group Peer Reviews—25  SPARS—25 | 100 |
| (2) Quizzes  | 2 quizzes @ 100 pts each. | 200 |
| Essay— (**TWO** parts). | Part One: 25 points * Peer Review and Draft Submission.

Part Two: 75 points * Final Submission.

Rubric Scale.  | 100  |
| Final Exam  | *Not* cumulative. | 100 |

**Extra Credit may be available but is not promised.**

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.**

**Daily Schedule Tuesday, Thursday**

|  |  |  |
| --- | --- | --- |
| 6-18 | Orientation to the Class—SyllabusQuestion of the DayEthical Standards  | **Chapter 1** |
| 6-19 | Foundations of ArgumentationAssessing Your Audience Assign Introduction Speeches Assign Pro/Con Speech   | **Chapter 2****Chapter 3** |
| 6-20 | Grounds for Argument Propositions Speech Sign Ups  | **Chapter 5** **Chapter 7** |
| 6-21 | Introduction Speeches Activity |  |
| 6-25 | Introduction Speeches Activity |  |
| 6-26 | Meet and Discuss Briefs Briefs 101APA 101 Topics Due and 2 Propositions due by the end of class.  |  |
| 6-27 | Bring Briefs—Peer Review and checking of briefs. Let’s talk flow sheets! Quiz 1 Review.  | **Flow Sheeting as Systematic Note Taking:** **Chapter 11- Page 207-211** |
| 6-28 | ***Quiz 1 Chapters 1, 2, 3, 7*** |  |
| 7-2 | **Pro/Con Speeches**  |  |
| 7-3 | **Pro/Con Speeches**  |  |
| 7-4 | Independence Day—No class.  |  |
| 7-5 | SPARSAssign Mini Debates Meet with Partners---Topics due by the end of class.  |  |
| 7-9 | Inductive and Deductive Reasoning Toulmin’s Model Toulmin’s Model Activity Credible Research Tests of Evidence Mini Debate Preparation—2 Propositions due by end of class.  | **Chapter 6****Chapter 8** |
| 7-10 | Visual Arguments Assign Analysis Paper Mini Debate Preparation—Brief ChecksPaper Visuals Due 7-18 | **Chapter 10** |
| 7-11 | Mini Debates Begin  |  |
| 7-12 | Mini Debates Finish Assign Cooperative Debates Quiz Review  |  |
| 7-16 | **Quiz #2—Chapters 5, 6, 8, 10**  |  |
| 7-17 | **In Class Research** Have official proposition completed by end of class. Have two claims written by the end of class.  |  |
| 7-18 |  Fallacies Academic Debate Additional Insights and Overview. Remainder of class---brief check. | **Chapter 9****Chapter 12—**ONLY pages 215-221**Chapter 11** |
| 7-19 | **Rough Draft of Paper Due**—At least 2 Pages. Peer Review. Brief Work  |  |
| 7-23 | **PAPER DUE ONLINE BY 1:59pm**Final Debates Begin  |  |
| 7-24 | Debates Continue  |  |
| 7-25 | Debates Finish Final Review Day Make Ups  |  |
| 7-26 | **Final Exam**: Chapters 9, 12, 11 |  |

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