

COMM P105: Argumentation & Debate

Course Outline – Spring 2020

Instructor: James Thompson Office: CA 10 Phone: 791-2238 Office Hours: M,W 10-11am and 230-3pm Tues 1-2pm	E-Mail: jathomps@portervillecollege.edu <i>(NOTE: You must type the word "speech" in the subject line to guarantee you don't get filtered by my junk mail filter)</i> Instructor Website: www.wetalkgooder.weebly.com
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TEXTBOOK: Advocacy and Opposition, by K. Rybacki & D. Rybacki

COURSE DESCRIPTION:

Prerequisite: None. Theoretical and practical aspects of argumentation and public debating to develop students' critical thinking abilities. Emphasis is on composition, presentation, and evaluation of speeches in argumentative, debate, and advocacy contexts. Identification of public issues, research and organization of evidence, building sound and effective arguments, and facility with debate formats are the primary learning outcomes of this course. Introduces logical reasoning and builds competence with formal reasoning before applying those to argumentation and debate about public issues. (A/CSU/UC)

GRADE DISTRIBUTION: Grades earned in this course will be computed as follows:

Graded Assignments	Points Possible	My Score	DUE DATES
Test 1	100		Feb 4
Impromptu Debate	50		Feb 6
Claim Data Warrant Speech	75		Feb 25
Test 2	100		Mar 12
"Mini Team" Debate			
Outline 1 of 2 with W.C. page	25		Mar 12
Outline 2 of 2 with W.C. & Research Score	50		Mar 24
Actual Debate (individual)	100		Mar 24
Team Debate			
Outlines (Before Debate Day)	25		Apr 16
Outlines (Day of Debate) & Research Score (shared)	100		Apr 21
Debate Itself	150		*Apr 21
Big Flowsheet	75		*Apr 21
Partner Evals	50		*Apr 23
In-Class Flowsheets/Participation	100		n/a
Total Points Possible	1000 points		

FINAL GRADING SCALE:

A	90 – 100%	900 – 1000 pts
B	80 – 89%	800 – 899 pts
C	70 – 79%	700 – 799 pts
D	60 – 69%	600 – 699 pts
F	0 – 59%	0 – 599 pts

STUDENT LEARNING OUTCOMES

1. Discriminate between valid and fallacious forms of reasoning.
2. Research and critically evaluate evidence from a variety of sources.
3. Analyze, advocate, and criticize ideas through a variety of debate formats.

ADDITIONAL POLICIES

1. The instructor reserves the right to rearrange any or all parts of the scheduled activities and/or work identified in this listing. The rights extend to assignments, evaluation, and all other aspects of the course.
2. All work, oral or written, MUST be completed on the assigned day. Late work will not be accepted and will result in a grade of zero. See "Late Work Supplement" at end of this syllabus for more detail.
3. Cell phones must be "off and away" during all class sessions. This is a big issue in this class because a ringing cell phone is a distraction to learning and a major distraction to students giving speeches. If your cell phone does go off in class, I will confiscate it and you can retrieve it from the Dean.
4. It is the responsibility of the student to formally withdraw from this course with the admissions office by the drop date should they feel it's necessary. Do not assume that the instructor will drop you should you decide to stop showing up to class at some point throughout the semester. Failure to do so will result in receiving an "F" in this course at the end of the semester.
5. Students with disabilities that may require assistance are reminded that it is your responsibility to identify yourself to the Disability Resource Center at (559) 791-2215 and to your instructor so reasonable accommodations for learning and evaluation within the course can be made.
6. Cheating and Plagiarism will not be tolerated. Plagiarism is literary thievery. It is taking the words or ideas of another and misrepresenting them as your own. Academic integrity is expected. I will enforce the college's policy on cheating and plagiarism.
7. Show respect for the facility and those that must clean up after you. No eating in the theatre or any campus classroom!
8. Should you have ANY questions throughout the semester, please feel free to contact me via my e-mail. I am always glad to offer assistance.
9. It is your responsibility to monitor your progress in this class. I do not search out students to inform them of their grades. I expect you to keep track of your score as the semester progresses. I would strongly suggest you keep every assignment/work that you do in this class as proof of your status at least until the end of the semester.

WORDS OF WISDOM

1. The fear of public speaking is completely normal and that fear is almost entirely a manifestation of your imagination and absolutely can be overcome.
2. I believe you CAN do anything you set your mind to and I will work hard to help you achieve your goals in this course.
3. Hard work and perseverance do not guarantee success, but a lack of either almost certainly insures failure.

JAN	21	Course Overview	
	23	Ch 1 > Nature of Argumentation > Nature of the Audience > Ethical Standards for Argumentation	
	28	Ch 2 <i>Fields of Argument</i>	
	30	Ch 3 > Propositions > Defining Terms	
FEB	4	TEST (chs. 1, 2, & 3)	
	6	"Impromptu Debates"	
	11	"Impromptu Debates"	
	13	1) Ch 5 <i>Toulmin Model of Argument</i> 2) Explain "Claim Data Warrant" speech 3) Show School Databases	
	18	Ch 6 <i>Research (START)</i> > Discovery of Evidence > Types and Tests of Evidence	
	20	Ch 6 <i>Research (FINISH)</i> > Discovery of Evidence > Types and Tests of Evidence	
	25	"Claim - Data - Warrant" Speech	
	27	"Claim - Data - Warrant" Speech	
	MAR	3	"Claim - Data - Warrant" Speech
		5	1) Ch 7 <i>Reasoning</i> (with an audience) 2) Flowsheeting
10		Ch 8 <i>Fallacies</i> (What to avoid)	
12		TEST 2 (chs. 5, 6, 7, 8 & Flowing) Outlines Due (2 copies) for ALL Mini Team Debates	
17		NO SCHOOL - Spring Break	
19		NO SCHOOL - Spring Break	
24		"Mini Team" Debates	
26	"Mini Team" Debates		

	31	1) "Mini Team" Debates (if needed) 2) Explain "[Big] Team Debate" 3) Reminder: Bring in Prop ideas for Team Debate Discussion
APR	2	1) Teams and Partners for "Team Debate" 2) Must Pick Topics (NO WIGGLE ROOM ON THIS)
	7	"Walk Through" format and structure for team debate
	9	"Flowsheeting" (longer discussion & activity)
	14	1) Go Over Team Debate Scoring Breakdown & Critiques 2) Review Flowsheeting 3) Remind about Partner Evaluations
	16	"Outlines" Due (2 Copies) for ALL Team Debates
	21	Team Debate
	23	Team Debate
	28	Team Debate
	30	Team Debate
MAY	5	Team Debate
	7	Team Debate
FINALS	12	Tues May 12th @ 10am - 12noon Team Debate

CRITERIA FOR LETTER GRADES IN A DEBATE:

“A” Debates: In addition to the skills displayed by “B” grades, these students will fluidly deliver well-reasoned arguments in a dynamic way that are virtually devoid of logical fallacies and be able to quickly and accurately recognize logical fallacies in an opponent’s arguments and explain why such reasoning should not be used for a basis of judgment.

“B” Debates: In addition to the skills displayed by “C” grades, these students will be able display a well-reasoned argument devoid of most logical fallacies and will recognize many logical fallacies in an opponent’s argument and call question to the validity of such arguments as use for a basis of judgment.

“C” Debates: Students will earn a “C” a debate by demonstrating minimum levels of prepared strategy, organizational planning, and refutation of arguments.

“D” Debates: These debates will show basic levels of understanding of the concepts, but often will use logical fallacies in the construction and delivery of arguments as well as not recognizing there use in an opponents argument.

“F” Debates: These students will be unable to show basic levels of understanding of the and will construct arguments that are poorly planned and hard to follow using very little reasoning as well as an inability to spot logical fallacies in an opponent’s argument.

LATE WORK SUPPLEMENT:

Policies

- I do not accept late work.
- If you plan on submitting something after the due date you must:
 1. Complete and submit a copy of the attached “Late Assignment Request Form” to the completed assignment.
 2. Submit the request no later than 1 week after the original due date
 3. If you need a signature from me verifying when the work was completed, I will **only** do this during my scheduled office hours
 4. Attach any relevant documentation that you would like me to consider as well
 5. All requests for consideration must be done so **in writing**
- Keep in mind that the Burden of Proof is on you to prove why I should consider accepting something late.

Some Commonly Used Reasons that DO NOT qualify for any or full credit on an assignment.

- My printer ran out of ink/wouldn't print. You must plan ahead and have hard copies of all assigned work ready at the start of class on the due dates.
- I was sick (and did not provide a doctor's note).
- I was sick (provided doctor's note but did not turn in the work until after the due date).
- I was traveling with a school class/team (but no schedule and/or note is provided from the teacher/coach).
- I had to work (but no documentation or note is given and work also not submitted before the due date).
- I have my work done but it's on my flash drive, in my email, I emailed it to you, it's stored on my laptop/cell phone. You must plan ahead and have hard copies of all assigned work ready at the start of class on the due dates.
- I have my outline done now (after the original due date) so can I still do my speech.

If you feel that your situation is different keep the following in mind:

- Always notify me **in advance** of work trainings, team schedules, field trips, etc. so that we can set up an alternative for you to submit and complete your assignments before the due dates.
- Always get documentation to support your claim (note from supervisor, doctor's note, etc.). If you are sick make sure you see a doctor or visit a clinic so you can get a note documenting the illness. Without documentation, you will not likely be able to earn full/any credit.
- If you are suffering from a temporary illness (i.e. stomach flu), it is reasonable to assume you had time to complete the assignment and you should do everything you can to get me a copy of your work to prove it was completed. Ideally you would deliver this or have a classmate/friend deliver a hard copy to class or my mailbox. If this is not possible, an email attachment that is received BEFORE the start of class is still better than waiting until you return to show me your work. Make sure you either save the document in a file format I can open easily. I suggest using the word processors “Save As” feature and select the “file format” called “Rich Text Format (.rtf)”.

LATE ASSIGNMENT REQUEST FORM

NOTE: You may only receive one "late" assignment score for the semester

Name:	
Assignment Name:	
Assignment Due Date:	
Today's Date: (NOTE: must be no more than 1 week after assignment original due date)	
Date Work Submitted:	
Date Received by Instructor: (to be completed by Mr Thompson)	
Documentation for Absence Attached? (yes/no):	

Explanation: (You may attach additional sheets if necessary)

THIS SECTION TO BE COMPLETED BY INSTRUCTOR			
<u>Assignment Point Value</u>	<u>Raw Score</u>	<u>Deduction</u>	<u>Points Earned</u>