

# COMM 322: Argumentation and Advocacy (Fall 2017)

**T & TH 2:00p-3:20p in ANN 406**

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**Office Hours: Tuesday and Thursday from NOON-1:30p; Also by Appointment**

## Required Readings

Thomas A. Hollihan and Kevin T. Baaske, *Arguments & Arguing* (3<sup>rd</sup> Edition) (2016). Available at the USC Bookstore. Use prior editions at your own risk; they are not the same material. All class assignments, including exams, presume students are using the assigned textbook.

Announcements, Content, Discussion Postings, Links, Etc. on Blackboard.

## Recommended Reading

Public Manual of the American Psychological Association, 6th Edition

## Course Description

This course introduces students to a core set of theories and practices related to the art of argumentation and debate.

## Course Learning Outcomes

Successfully completing the course assignments will help students learn the fundamental skills of argumentation and debate. These skills include:

**Critical Thinking Skills:** The ability to make reasoned decisions about communication choices, knowing what to do, as well as how and when to do it. In addition, students will learn how to effectively evaluate and critically analyze arguments, including your own.

**Political Awareness:** Understanding the role, opportunities, norms, and limitations of arguments in public discourse. In particular, students will learn how to define “argument” and “argumentation” and understand their components, relationship, use, objectives, and limitations.

**Research Skills:** The ability to research topics using credible sources such as books, peer reviewed journal articles, newspaper articles, and interviews.

**Performance Skills:** Delivery, note taking, and effectively preparing, presenting, and defending arguments.

**Listening Skills:** Critically engaging classroom speakers and practicing critical evaluation.

## Course Policies

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. **Ignorance of these policies does not excuse their violation.**

### Grading Philosophy

Grades are awarded based on how successfully the assigned task is completed. If your work does not meet the minimum requirements for the task, then you should expect a grade less than 70% (C-) of that task's value. If your work not only meets but clearly exceeds the minimum requirements, you should expect a grade higher than 70%. Merely completing an assigned task is not a guarantee of earning 100% of the available points. Note that many of the assigned tasks for this course have multiple components to them, and the grade earned for that task is based upon an overall consideration of performance on all the components.

### Grade Distribution & Scale (non-negotiable)

SPEECHES	EXAMS	OTHER
Practice Debate: 40 Points	Exam 1: 100 Points	Ballot: 85 Points
Final Debate : 385 Points	Exam 2: 100 Points	Homework: 60 Points
		Participation: 30 Points
<b>TOTAL POSSIBLE: 800 POINTS</b>		

Grading Scale	800–744 = A	743–720 = A-
719–696 = B+	695–664 = B	663–640 = B-
639–616 = C+	615–584 = C	583–560 = C-
559–536 = D+	535–504 = D	503–480 = D-
		479–0 = F

### Additional Information on Attendance & Participation

The unique nature of this course necessitates stringent attendance and participation requirements. A common mistake is for students to think that on the days when they are not participating in a debate themselves, there is nothing for them to do in class. Quite the contrary. A major part of what you will learn in this class is how to be an engaged audience member – how to listen to and understand the language strategies involved in good argumentation and debate. The dynamic of argumentation and debate in a functional society is that speakers and audiences need each other not just to be present, but to be engaged. The lectures, textbook, class activities, exams and other coursework provide essential insight into how to be an engaged speaker and audience member. As such, attendance at all class activities is mandatory, and will be factored into your overall grade. In addition, you must complete two ballots of your classmates' debates.

### Expectations for Student Attentiveness

**On the Days You Are Scheduled to Debate:** Due to the difficulty of verifying excuses, and the possibility that some students may be less than honest, virtually no excuse will be accepted for being absent on your debate day. If you do not show up on the day you are assigned to debate and/or are not prepared to debate, you will get a zero for that assignment. You know when class meets, and you will be told in advance when you are scheduled to debate. Being both physically and mentally present for your debates is your obligation. All scheduled debaters for a day must be present at the start of class. Arriving late on the day you are debating will incur a 10% grade penalty for that debate. If you have a truly compelling and verifiable reason for needing to delay your debate, and you contact your Instructor in advance, it may be possible to reschedule your debate, but this is not guaranteed.

**On the Days You Are Not Scheduled to Debate:** Attendance will be taken at every class session, and students with more than two unexcused absences will be penalized 20 points per absence. These points are deducted from your overall grade, and there is no limit to the deductions. If absent for any reason, it is your responsibility to get missed information from a classmate, and any materials distributed by your Instructor.

**Attendance:** The textbook is not designed to stand alone; the lectures will introduce and expand upon theoretical and practical concepts essential to understanding argumentation and debate, and lecture material will be included in the exam questions. Attendance will be taken every class. Your Instructor will have a sign-in sheet at the beginning of each class and it is your responsibility to sign your name. Students with more than two unexcused absences from class will have 20 points per absence deducted from their overall grade. To be eligible to have an absence excused, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable);
- This evidence must be from an appropriate, verifiable source;

- Evidence must be presented to your Instructor **no later than one week after the missed class**. Except in the cases of extreme emergency, however, students who need to be absent should contact their Instructor at least one week prior to the date they will be absent.

Students with no unexcused absences from class will be rewarded with a 20-point bonus to their overall grade.

#### Special Circumstances Regarding Absences

If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible to discuss this matter with your Instructor as soon as possible, and no later than the second week of classes. For University Office of Religious Life policy regarding religious observations see: <https://orl.usc.edu/life/calendar/absences/>. Accommodations will be made for such circumstances in accordance with University policies and guidelines. If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps as soon as possible: First, contact the Academic Counseling Services (ACS) and Disability Services and Programs (DSP) and arrange to meet with a ACS and DSP counselor, who will help you determine whether your condition qualifies you for accommodations and to complete a form describing the approved accommodations. Second, you should inform your Instructor of your need for accommodation and provide the Instructor with a copy of the completed Accommodation form. You are expected to complete these steps within the first two weeks of class or as soon as possible after learning of the need for accommodation, unless legitimate circumstances prevent you from doing so. Please contact a ACS and DSP counselor ASAP with any questions. For University policies regarding students with accommodations see: <https://undergrad.usc.edu/services/counseling/> and <https://dsp.usc.edu>.

#### Class Participation – Total 30 points

A portion of your grade for this class will be earned by productive participation in class sessions, as determined by your Instructor. Not participating productively will negatively impact your participation grade. Each class period your class participation will be evaluated. In each class, you have the potential to earn 1 point toward your overall class participation grade.

#### **A-Level Daily Participation (1-.09 point(s))**

Engages in class discussion by frequently doing the following:

- voluntarily and frequently offering creative or original responses/interpretations/observations beyond the obvious,
- involving others in class discussion by asking questions, seeking others' responses, etc.
- eagerly and intelligently attempting to answer questions,
- offering follow-up responses,
- actively engaging and taking part during classroom activities/small group discussion,
- using technology responsibly (For example, your cell phone never went off in class, you were never on your phone during class, and if you brought in your laptop you were only using it to take notes), and
- treating classmates and the professor respectfully (For example, listening while the person is talking, not having side conversations, etc.).

Eagerly treats class discussion as a conversation among students and professor.

#### **B-Level Daily Participation (.08-.07 points)**

Participates in class discussion by doing the following:

- offering consistently appropriate and occasionally creative or original responses/interpretations/observations
- answering questions frequently,
- actively, taking part in classroom activities/small group discussion
- using technology responsibly (For example, your cell phone never went off in class, you were never on

your phone during class, and if you brought in your laptop you were only using it to take notes), and

- treating classmates and the professor respectfully (For example, listening while the person is talking, not having side conversations, etc.).

Treats the class discussion as a conversation among students and professor.

### **C-Level Daily Participation (.06-.05 points)**

Only sometimes participates in class discussion by doing the following:

- occasionally offering responses/interpretations/observations but nothing that really challenges the class to think beyond the obvious,
- answering questions every now and then,
- demonstrating overall competence in comments or raising good questions in response to discussion, but rarely actively or voluntarily contributes to discussion,
- occasionally engaging in classroom activities and small group discussion, but sometimes not involved,
- using technology responsibly (For example, your cell phone seldom went off in class, you were rarely on your phone during class, and if you brought in your laptop you were only using it to take notes), and
- treating classmates and the professor respectfully.

Many comments are merely factual statements or merely entertaining comments, neither of which demonstrates careful and intelligent responses to class content.

### **D-Level Daily Participation (.04-.03 points)**

Rarely participates in class discussion, and then primarily by doing the following:

- offering a few instances of response/interpretation/observation,
- answering a couple of questions or offering one-word responses to discussion,
- rarely participating in group activities/small group discussions,
- occasionally disrupting class by coming to class late, failing to contribute to the learning environment by blankly staring off into space/out the window or working on something else during class, talking with someone while someone else is speaking, being off topic, or being merely entertaining with little purpose beyond clowning around,
- using technology somewhat irresponsibly (For example, your cell phone went off in class, you were on your phone during class, and if you brought in your laptop you were not only using it to take notes), or
- treating classmates or the professor disrespectfully, disrupting the learning environment.

Primarily a non-participant in topics relevant to class discussion.

### **F-Level Daily Participation (.02-0 points)**

Does not participate in class discussion in a constructive manner, doing the following:

- never offering responses/interpretations/observations,
- constantly did not participate in class activities or small group discussion,
- actively disengaging from class so that others may not know what this person's voice sounds like, much less what his or her opinions/interpretations/observations might be, or what his or her face looks like when looking directly at them, participating only at the level of snide comments,
- constantly used technology disrespectfully within the classroom, or
- treating classmates or the professor disrespectfully, disrupting the learning environment.

Never involved in class discussions, or serves as a disrupting voice in discussion.

### **Excuses for Missed Work**

All excuses for missed work will be evaluated by your Instructor. Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. Any work missed due to an unexcused absence cannot be made up. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an exam or speech due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable);
- This evidence must be from an appropriate, verifiable source;
- Evidence must be presented to your Instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact their Instructor at least one week prior to the date they will be absent.

The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness that prevented you from speaking, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation. When it comes to being present and prepared on the days you are scheduled to debate or when an exam is being given, it is presumed that most things are under your control. You will only be permitted to make up an exam or speech due to extraordinary crises. Carelessness and unpreparedness, and all the things that result from them, will not be considered valid reasons for making up a speech or exam.

#### Incompletes

The grade of incomplete, by University policy, is reserved for students who, due to circumstances beyond their control, cannot complete the final exam or other final work in the course. Incompletes are given, therefore, only in those extreme cases and with acceptable documentation. Students who find they have been missing a lot of the work in the course, or aren't doing as well on it as they'd like, should withdraw from the course before the drop date and take it another term. University policy on incompletes can be found at: [http://catalogue.usc.edu/content.php?catoid=2&navoid=282#grades\\_of\\_incomplete\\_\(in\)](http://catalogue.usc.edu/content.php?catoid=2&navoid=282#grades_of_incomplete_(in)).

#### Cell Phone Disturbances

All students will silence their cell phones by the start of each class. Penalties, including grade reductions, may result for students whose cell phones interrupt the class at any time.

#### Academic Honesty & Plagiarism

Representing the ideas or words of others as your own is plagiarism, and is an extremely serious offense. The Annenberg School for Communication is committed to upholding the University's academic integrity code. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the academic integrity code will result in the student's expulsion from the Communication major or minor. The University presumes that you are familiar with its standards and policies; should you be found to have committed a violation, ignorance of these standards and policies will not be accepted as an excuse. Students who plagiarize will receive the full punishment that University regulations allow. In addition, all information presented as a source or a fact in your coursework must be authentic and real. It is assumed, for example, that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or, without prior approval of the instructor. Inventing facts and/or sources is a form of academic dishonesty and will be treated as academic misconduct. It is the student's responsibility to be aware of and maintain compliance with all University academic honesty policies.

You should be familiar with the following resources:

- "Guide to Avoiding Plagiarism" addresses issues of paraphrasing, quotations and citations in written assignments, drawing heavily upon materials used in the university's Writing Program (by Student Judicial Affairs) <http://www.usc.edu/student-affairs/SJACS/docs/tig.pdf>

- "Understanding and Avoiding Academic Dishonesty" addresses more general issues of academic integrity, including guidelines for adhering to standards concerning examinations and unauthorized collaboration (by Student Judicial Affairs) <http://www.usc.edu/student-affairs/SJACS/docs/tio.pdf>
- The "2016-17 SCampus" (the student handbook) contains the University's Student Conduct Code and other student-related policies. <http://www.usc.edu/scampus>.
- The USC Code of Ethics is also linked to every Blackboard course menu in at the bottom of the left side navigation bar.

### Classroom Behavior & Appropriateness

The backbone of any argumentation and debate situation is formed by civility and decorum. In other words, there are rules of conduct and the willingness to abide by those rules. At their most basic, we can think of these rules as the promise by speakers that they will be prepared and engaging, and the promise by audiences that they will be attentive and engaged. Making that happen requires a few extra steps to be taken by both debaters and audiences. In addition to the attendance requirements listed above, students in this class are expected to adhere to the following rules regarding classroom decorum:

**Tardiness & Interruptions:** Tardiness disrupts class and wastes time. Consistent lateness may be treated as absence, with the appropriate penalties applied. If you are late on a day when someone is giving a speech, wait quietly in the hallway outside the classroom until the speaker has finished, and then knock on the door to request entrance into the classroom. DO NOT attempt to enter the room before the speaker is finished; DO NOT knock on the door while the speaker is speaking; DO NOT create a disturbance outside the classroom (e.g., talking on your cell phone, conversing with others in the hallway). Doing any of these or otherwise interrupting the speaker and/or class, will result in a 50 point deduction from your overall grade per violation. If you are in the classroom while a speaker is speaking, and create a disturbance of any kind, including through your personal technology, you will be penalized 50 points per violation.

**Speaker Appropriateness:** Speakers should wear appropriate clothes for delivering a formal presentation. Speakers may not wear hats, nor chew gum or tobacco, while they speak. The speaker's language should be professional and appropriate, and they should address their audience with respect. The expectation is that speakers will fit the seriousness of the occasion, and demonstrate their own credibility through both word and manner; dress and act the part. Violations will negatively impact the earned grade on a speech.

**Common Sense, Common Courtesy:** Students should observe commonsense, traditional rules of behavior in the classroom setting. Both speakers and audience members should remember that they are part of a large, public institution in a culture that values freedom of expression and intellectual creativity, as well as diversity of beliefs and opinions. It is important to remember that different people have different views of the world, and a speaker's job in part is to be aware of and work with this diversity. The audience is obliged to listen earnestly, and to remember that speakers have a right to express themselves. Discourteous behavior will be dealt with appropriately, including through the imposition of grade penalties as warranted. In addition, in order to foster a supportive learning environment I expect students to:

- attack arguments, not people
- are individually responsible for the accuracy, quality, and complete citations of ALL evidence or reasons that they use orally or in writing to support claims (including evidence posted by other classmates on Blackboard)
- speak for themselves, not for others
- support equality of access to opportunities in the course
- show respect for differences based on gender, culture, ethnicity, religion, sexual orientation, and physical challenges

A "Chat" area can be provided on our Blackboard site for any debate group that requests one. It is expected that these civility standards will be observed there as well.

### Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Virtual Commons** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

### Student Support

*Equity and Diversity* - Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://dps.usc.edu/contact/report/>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Relationship and Sexual Violence Prevention and Services* <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

*Support with Scholarly Writing* - A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu/> which sponsors courses and workshops specifically for international graduate students.

*Stress Management* - Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

*Special Assistance* - Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure that the letter is delivered as early in the semester as possible. DSP is located in 120 Grace Ford Salvatori Hal (GFS) (3601 Watt Way). DSP is open from 8:30 a.m. - 5:00 p.m., Monday through Friday and can be reached at (213) 740-0776 or at [ability@usc.edu](mailto:ability@usc.edu).

*Emergency Information* - If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

## Assignment Requirements

Your Instructor will provide more details regarding the specifics of each class assignment at the appropriate time. What follows here is an overview of some general guidelines and expectations for coursework.

### Debate Speeches

There are two required debates – a practice debate and a final debate -- for this class. Each provides an opportunity to demonstrate your creativity and mastery of class concepts. In order to qualify for a passing grade in this class, you must stand up and give, for a grade, a speech in BOTH debates. Students who do not participate in both debates will receive a failing grade for the course, regardless of their performance on other class tasks.

### Grading Standards

Each assignment has stated requirements. This is an upper level course and standards are high. Careful preparation and dedication on your part will be necessary to earn even a C grade. Merely "getting through" a debate speech is not the same thing as delivering a successful debate speech. Only that work which demonstrates success at achieving beyond the basic requirements will earn higher grades, and work which

does not demonstrate successful completion of the assignment objectives will earn less. This class is not merely about giving debate speeches; it's about providing you the opportunity to learn how to use the power of language to understand, shape, and impact the world you share with your audience. Debate speeches which focus on the critical elements of thoughtfulness and decision-making will help you make the most of this opportunity.

#### Time Limits on Debate Speeches

It is extraordinarily rare in the professional world that a person is given an unlimited amount of time and other people's attention to accomplish a task. The same is true of debating. Your audience's time and attention is a precious and finite resource that you are entrusted to manage carefully. As such, it is important in a speech not only to figure out what to say, but how to do so in a timely fashion. Debate speeches have strict time limits, and you must stay within them.

#### Speaking Materials

The basic rule for speaking materials during debates is they should never be a distraction. You are permitted to read during your speech, but remember that your speech document is not your speech. Visual aids are discouraged unless you can make the case that they are absolutely essential to your presentation (the final decision rests with the Instructor, and permission must be secured prior to the speech date). If your speaking materials are deemed to be inappropriate and/or distracting, your debate grade will be negatively impacted.

#### Exams

The two exams in this class test your knowledge of concepts covered in the lecture and reading. Exams will be given during class, are closed-book.

#### Responsibilities for Physical Documents

Students are responsible for keeping any physical documents given to them by their Instructor, with particular emphasis on graded items, for the entire semester. You must also produce those original, physical documents when asked to by your Instructor. In the case of a grade dispute, if you cannot produce the appropriate document in question, the Instructor's recorded grade for that item will be considered the correct grade.

#### Grade Reconsideration

All students must wait 24 hours from the time they receive their grade before contacting their Instructor about the grade, whether face-to-face or through email. When contacting your Instructor with a request for a grade reconsideration, students are expected to be extremely professional and rational. Rude, aggressive and/or threatening behavior toward your Instructor absolutely will not be tolerated and will be reported to the appropriate University authority for further action. Requests for grade reconsideration must make a positive argument based on the facts of the assignment and feedback. Simply "wanting" or "feeling" a higher grade is due are not satisfactory arguments, and such requests will be rejected. Requests for grade reconsideration are not guaranteed to be granted. Additionally, all grade reconsiderations must be initiated within seven days of receipt of the grade. After that time, the grade is final. Ultimately, the grade you receive in this class is the grade you have earned. If you desire a higher grade, seek out ways of improving your academic progress by taking advantage of the numerous class and University resources available to you.

#### Extra Credit Opportunities

Extra credit is not guaranteed. If extra credit opportunities arrive, students will be notified with instructions. Students should not contact their Instructor asking for additional extra credit.



## List of Assignments

### General Guideline:

The assignments ask you to engage with the course material in specific and thoughtful ways. Students are asked to do more than simply identify or define arguments, but to understand how they are used and to what end as well as to develop and communicate arguments with sound reasoning in an intelligible manner to their audience(s). In other words, you are required to delve into how the course concepts operate within society and how arguments achieve meaning and importance in personal & public life. The purpose of this class is to assist you in learning how to think critically as well as exercise argumentative strategies in a thoughtful manner.

*Important Note:* the presence of numerous proofreading errors in a written document can be quite distracting for the reader. It is difficult to assess the writer's arguments and reasoning if there are visible mistakes within the writing. Furthermore, the presence of proofreading, grammatical, and APA errors communicates to the reader that the writer did not take the time to double-check his/her work; lack of preparation and attention can significantly impact the writer's credibility.

### Homework – 60 points

Throughout the semester, your Instructor will assign homework assignments. The intention of each homework assignment is to build on the previous ones and to provide you with an opportunity to further your knowledge of class concepts and earn points for doing so. Given that the assignments build on each other, there is no opportunity to submit late assignments for credit, rewrite assignments for credit, or do extra credit assignments other than those opportunities provided to all students in the class.

### Grading Criteria for Homework

- Accuracy in factual issues, such as identifying argumentative aspects, citing sources, quoting evidence, and following assignment directions
- Demonstrated understanding of argumentative issues, including ability to make, support, and evaluate arguments and to elaborate on your homework in class
- Clarity and appropriateness of writing
- Completeness, coherence, and organization of assignment
- Fulfilling all technical aspects of assignment exactly (e.g., typed; posted to Blackboard and/or handed in at class, as specified; complete; proper APA citations; requested format)

### Homework

Homework 1: 12.5 Points

Homework 2: 12.5 Points

Homework 3: 5 Points

Homework 4: 30 Points

**Homework 1 – 10 Articles – 12.5 points** – Once debate groups have been determined, your instructor will set up Blackboard Discussion threads for each of your debate groups. Once groups and Blackboard Discussion threads are up, you may start the “Ten Articles” assignment. Just to be clear, this assignment is due to your debate group's **Blackboard Discussion Board**. Each member of the group should submit 10 different articles and each article should have a separate post. When creating a post title it “Article 1,” “Article 2,” and so forth. To further clarify, each group member should have 10 separate discussion posts that each contain a full citation, properly formatted for an APA “References” list, with the corresponding PDF of the original published document attached. To maintain proper APA formatting (underlining, spacing, etc.) on Blackboard's Discussion

Board, first create your citations in a Word document. Then copy and paste each citation into a Blackboard Discussion posting, edit it with the HTML Editor, and attach the appropriate article PDF file. Please make sure to download each article to a computer, then upload it on Blackboard; it will not work to try to upload it from its original site or data base or to insert a link.

Articles should be saved as, or if hard copies scanned into, separate pdf files and attached to five separate Discussion posts that contain the full citation in proper APA format. BE SURE TO LOG COMPLETELY OUT OF ALL USC AND OTHER PAGES, POWER YOUR COMPUTER DOWN AND THEN BACK UP, LOG BACK INTO BLACKBOARD ONLY TO CHECK THAT YOUR ARTICLES CAN BE ACCESSED BY A USC STUDENT WORKING OFF-CAMPUS WHO HAS ACCESS TO OUR BLACKBOARD BOARD, BUT IS NOT LOGGED INTO USC'S LIBRARY OR WHATEVER OTHER SEARCH ENGINE OR DATA BASE YOU USED TO FIND AN ARTICLE. Sometimes people question why your five articles should be in pdf rather than html form. The issue there is NOT that you need to CONVERT anything into a pdf. Virtually everything you find will already come, and be uploaded and downloaded, as an unalterable document, which is why anyone ever "converts" a document to pdf. The issue here is that, when the same document comes in *either* html format or pdf format, choose the pdf version. The reason is that that preserves the images and text with page numbers that are standard across formats. With an html version, one often loses the pictures and graphics as well as the page numbers and page breaks that were in the original. That makes it much more difficult for anyone verifying a quotation from the middle of the article, for example, to locate it in the html version. So, this is not an extra posting step, but a criterion for you to use in judging which articles to post. In addition, when saving pdfs please make sure to do the following: remove all special characters from filenames and only save pdfs with English alphanumeric characters and numbers, underscores, spaces, and dashes. Past experience indicates that saving pdfs with special characters will result in an internal error for the Blackboard Discussion thread.

Citations must be in APA format (6th ed.). The student posting the evidence will be graded considering the accuracy of APA citation style for an APA "References" list. Do NOT rely on reference programs to correctly format your citations; verify the format yourself. However, the evidence *user* is always responsible to verify and correct the APA citation of any evidence that she/he/they uses from the Blackboard site, the library, or any other source, even if someone else originally posted that evidence and provided an inaccurate version of the APA citation (or a citation in other than APA form). In addition, an example of Homework 1 can be found on your Blackboard site. The due date for this assignment is: **Thursday, September 7 at 11:59pm.**

**Homework 2 – Stock Issues – 12.5 points** – In preparation for your first debate and Exam 1 you will need to come up with arguments for stock issues. This assignment needs to be in Times New Roman 12 point font, printed, and brought to class on Monday, September 22. As you construct the stock issues remember to follow the argument model. In order to complete this assignment two major areas must be completed:

1. Create a policy Affirmative case based on the class proposition where you are to:
  - a. Identify Plan, Ill, Blame, and Cure. You should add Advantages and Cost, if appropriate.
2. Create Negative attacks to the Affirmative case
  - a. List possible attacks to the Affirmative Ill, Blame, Cure, (Advantages and Cost) you identified.

An example of Homework 2 can be found on your Blackboard site. The due date for this assignment is: **Tuesday, September 19 at the beginning of class.**

**Homework 3 – 10 Cross-Examination Questions – 5 points** – In preparation for your first debate you will need to come up with 5 affirmative cross-examination questions and 5 negative cross-examination questions regarding the class proposition/resolution. Please make sure to review your textbook for suggestions on developing well thought out cross-examination questions. This assignment needs to be in Times New Roman 12 point font, printed, and brought to class on the due date. In addition, an example of Homework 3 can be

found on your Blackboard site. The due date for this assignment is: **Tuesday, September 26 at the beginning of class.**

**Homework 4 – Affirmative/Negative Arguments - 30 points** – In preparation for your first debate you will need to come up with affirmative/negative arguments. In order to complete this assignment your supporting evidence must be drawn from at least five sources other than the “Overview Articles” (minimize your direct reliance on the “overview articles”). Use those essays to lead you to good primary sources of evidence on your topic. Remember, the evidence user is always responsible to verify, and if necessary correct, the accuracy of APA citations of any evidence that she/he/they uses from the Blackboard, library, or other website/citation converter, even if someone else inaccurately posted the APA citation originally.

Generate the 5 strongest affirmative arguments on your group’s proposition.

- Your own single complete sentence claims supported with verbatim, properly APA-cited evidence
- Identify which stock issue each argument claims (Inherency? Harm? Solution?...)

Generate the 5 strongest negative arguments on your group’s resolution

- Your own single complete sentence claims supported with verbatim, properly APA-cited evidence
- Identify which negative stock issue attack each argument claims (solvency attack? Disadvantage? ...)

An example of Homework 4 can be found on your Blackboard site. The due date for this assignment is: **Tuesday, October 31** at the beginning of class.

**Practice Debate – 40 points - These total 40 points include: the Practice Debate (worth a maximum of 15 points) and Group Outline (worth a maximum of 25 points).**

#### **Practice Debate Format**

During practice debates please DO NOT enter or leave the room while a speaker is speaking.

First Affirmative Speaker’s Constructive Speech – 3 MINS

This speaker should present an overview of the Affirmative’s position and begin proving the stock issues.

Cross-Examination by the (Third) Negative about to Speak – 1 MIN

Prep Time – 1 MIN

First Negative Speaker’s Constructive Speech – 3 MINS

This speaker should present an overview of the Negative’s position and begin refuting the Affirmative.

Cross-Examination by the (Third) Affirmative about to Speak – 1 MIN

Prep Time – 1 MIN

Second Affirmative Speaker’s Constructive Speech – 3 MINS

This speaker should rebuild and extend the Affirmative position by answering the Negative attacks on the previous Affirmative’s arguments and developing additional stock issues.

Cross-Examination by the (First) Negative about to Speak – 1 MIN

Prep Time – 1 MIN

Second Negative Speaker's Constructive Speech – 3 MIN

This speaker should rebuild and extend the Negative position by answering the refutation of the previous Affirmative and developing additional Negative attacks.

Cross-Examination by the (First) Affirmative about to Speak – 1 MIN

Prep Time – 1 MIN

Third Affirmative Speaker's Constructive Speech – 3 MIN

This speaker should rebuild and extend the Affirmative position by answering the Negative attacks on the previous Affirmative's arguments and developing additional stock issues.

Cross-Examination by the (Second) Negative about to Speak – 1 MIN

Prep Time – 1 MIN

Third Negative Speaker's Constructive Speech – 3 MIN

This speaker should rebuild and extend the Negative position by answering the refutation of the previous Affirmative and developing additional Negative attacks.

Cross-Examination by the (Second) Affirmative – 1 MIN

Prep Time – 1 MIN

\*If the teams are uneven, one or more members of the smaller team may speak more than once during constructive arguments.

The NEG will give a 2-minute closing rebuttal, following the NEG rebuttal the AFF will receive 1 minute of prep time, then the AFF will give a 2-minute closing rebuttal (no new arguments); obviously, one person who has already made a constructive speech will do the rebuttal for the whole team.

\* **Group Outline (25 points/Group Grade)**

- a. The Affirmative or Negative Stock Issues with complete APA citations
- b. The Negative or Affirmative Attacks/Defenses with complete APA citations

Each group is responsible for bringing **three paper copies** of all the materials for the instructor, selves, and the opponents.

\* **Practice Debate (15 points/Group Grade)**

The debate offers an extended opportunity to develop and demonstrate skills for preparing, presenting, defending, and refuting arguments on a policy issue. Since your group's performance is graded as a whole and every member will participate in orally defending a coherent position, it is in your best interest to make sure that every member is prepared, understands the course material as well as the team's "big picture" strategy for the debate, and carefully checks the group's written work before it is submitted.

Minimal Criteria for Group Practice Debate:

- ✓ Demonstrated understanding of the stock issues and their relationships, orally as well as in the group outline

- ✓ Persuasive initial development of the stock issues of Ill, Blame, and Cure if Affirmative OR at least three major stock issue attacks consistent with one another and organized by one of the four overall strategies if Negative
- ✓ Quality, accuracy, and appropriate use of evidence for the group's united position for or against a policy, including sequencing of arguments and questions
- ✓ Completeness of arguments made (including the links and "bottom lines")
- ✓ Quality of refutation, anticipation of the strongest opposing arguments, and preparation to defend a united group position and respond to probing questions
- ✓ Consideration and courtesy toward all debate participants
- ✓ Quality/appropriateness of CX questions, CX answers, and argument extensions
- ✓ Proper debate decorum

### Evicting a Group Member

Evicting a group member. A disruptive or unproductive group member may be evicted from a debate group by a unanimous vote of his/her other group members. To evict a group member, a spokesperson designated by the group must give written or email notice of the eviction and reasons to the evicted member and copy the professor as soon as possible and no later than the beginning of class on Thursday, November 2. I will poll the group members to verify that the vote is unanimous. An evicted group member has until the beginning of the class period on Tuesday, November 6 to convince another group to accept him/her by a unanimous vote of its members and must participate in that practice debate. A spokesperson for the accepting group must give written or email notice of unanimous acceptance to the new member and the professor as soon as possible and no later than before class begins on Tuesday, November 8. I will poll the new group's members to verify that the vote is unanimous. An evicted group member who cannot convince another group to accept him/her cannot participate in the debates and will **fail** the course.

**Final Debate – 385 points - These total 385 points include: the Final Debate (worth a maximum of 225 points) Group Outline (worth a maximum of 100 points) and Evaluation on Individual Contribution (worth a maximum of 60 points)**

### Final Debate Format

During final debates please DO NOT enter or leave the room while a speaker is speaking.

First Affirmative Speaker's Constructive Speech – 6 MINS

This speaker should present an overview of the Affirmative's position and begin proving the stock issues.

Cross-Examination by the (Third) Negative about to Speak – 2 MIN

Prep Time – 2 MIN

First Negative Speaker's Constructive Speech – 6 MINS

This speaker should present an overview of the Negative's position and begin refuting the Affirmative.

Cross-Examination by the (Third) Affirmative about to Speak – 2 MIN

Prep Time – 2 MIN

Second Affirmative Speaker's Constructive Speech – 6 MINS

This speaker should rebuild and extend the Affirmative position by answering the Negative attacks on the previous Affirmative's arguments and developing additional stock issues.

Cross-Examination by the (First) Negative about to Speak – 2 MIN

Prep Time – 2 MIN

Second Negative Speaker's Constructive Speech – 6 MIN

This speaker should rebuild and extend the Negative position by answering the refutation of the previous Affirmative and developing additional Negative attacks.

Cross-Examination by the (First) Affirmative about to Speak – 2 MIN

Prep Time – 2 MIN

Third Affirmative Speaker's Constructive Speech – 6 MIN

This speaker should rebuild and extend the Affirmative position by answering the Negative attacks on the previous Affirmative's arguments and developing additional stock issues.

Cross-Examination by the (Second) Negative about to Speak – 2 MIN

Prep Time – 2 MIN

Third Negative Speaker's Constructive Speech – 6 MIN

This speaker should rebuild and extend the Negative position by answering the refutation of the previous Affirmative and developing additional Negative attacks.

Cross-Examination by the (Second) Affirmative – 2 MIN

Prep Time – 2 MIN

\*If the teams are uneven, one or more members of the smaller team may speak more than once during constructive arguments.

The NEG will give a 4-minute closing rebuttal, following the NEG rebuttal the AFF will receive 2 minutes of prep time, then the AFF will give a 4-minute closing rebuttal (no new arguments); obviously, one person who has already made a constructive speech will do the rebuttal for the whole team.

\* **Debate (225 points/Group Grade)**

The debate offers an extended opportunity to develop and demonstrate skills for preparing, presenting, defending, and refuting arguments on a policy issue. Since your group's performance is graded as a whole and every member will participate in orally defending a coherent position, it is in your best interest to make sure that every member is prepared, understands the course material as well as the team's "big picture" strategy for the debate, and carefully checks the group's written work before it is submitted. The debate format will be distributed separately on Blackboard.

Minimal Criteria for Group Debate:

- Demonstrated understanding of the stock issues and their relationships, orally as well as in the group outline
- Persuasive initial development of the stock issues of Ill, Blame, and Cure if Affirmative OR at least three major stock issue attacks consistent with one another and organized by one of the four overall strategies if Negative

- Quality, accuracy, and appropriate use of evidence for the group's united position for or against a policy, including sequencing of arguments and questions
- Completeness of arguments made (including the links and "bottom lines")
- Quality of refutation, anticipation of the strongest opposing arguments, and preparation to defend a united group position and respond to probing questions
- Consideration and courtesy toward all debate participants
- Quality/appropriateness of CX questions, CX answers, and argument extensions
- Proper debate decorum

\* **Group Outline (100 points/Group Grade)**

- a. The Affirmative or Negative Stock Issues with complete APA citations
- b. The Negative or Affirmative Attacks/Defenses with complete APA citations

Each group is responsible for bringing **three paper copies** of all the materials for the instructor, selves, and the opponents.

\* **Evaluation on Individual Contribution: Due Thursday, November 16 (60 points – 50 points will come from the evaluation conducted by your peers and 10 points will be evaluated on your completion and accuracy of this assignment)**

Each group member evaluates how every group member's participation (including his or her own) helped or hindered the group in preparing for and completing the final debate. Using the 50-point score scale below, each member should suggest a *specific score* (*NOT JUST A LETTER GRADE OR A SCORE RANGE*) for every individual member of the group and justify that particular score in a graded assignment. Each suggested individual score must be accompanied by a *separate*, developed paragraph of justification and analysis that argues why that particular group member's individual performance deserves the score recommended. (In other words, you cannot write up a "group" evaluation and earn much homework credit on this assignment.) Individual scores and justifications will not be shared, so please be candid. This assignment needs to be in Times New Roman 12 point font, printed, and brought to class on the due date. The due date for this assignment is: **Thursday, November 16 at the beginning of class.**

Scale:

50-47	A	37	C
46-45	A-	36-35	C-
44-43	B+	34-33	D+
42	B	32	D
41-40	B-	31-30	D-
39-38	C+	29-0	F

**Judge's Ballot (85 points)**

Pick one final debate to write your ballot on (the debate you participated in is excluded) and prepare a 6-8 page paper. Each ballot should be your argument for why a team won and lost where you identify your claim and provide supporting evidence explaining why you voted the way that you did. Each of your ballots will be graded on your ability to demonstrate an understanding of arguments in debate, argumentation theory, the quality of your argument(s) as a judge, and the quality of feedback you provide. Your ballot should be in Times New Roman 12 point font, 1 inch margins, structured, focused on specific arguments, must be written with a

formal style, have qualified sources, include evidence, should be cited appropriately, **and a paper copy turned in on the last day of the class.**

**Structure** - Quality papers should demonstrate a clear writing plan and basic structure. A clear thesis should be evident early on the first page to preview the fundamental elements of the essay. This section should also preview the organizational structure of the ballot. Each section should reflect an organizing principle that utilizes previews, summaries, and transitions. You should not be trying to build suspense in your ballot. If you do not provide a sense of your final direction in the first two to three paragraphs, you are too weakening the focus of the ballot. Good ballots also should include a quality conclusion that draws together the basic details. Simply finishing your last point does not accomplish this task.

**Focus on specific arguments** - Your ballot is designed to analyze a specific debate. So, it is important that you closely detail the relevant arguments and articles, including properly citing them, and providing specific analysis. You are free to use your own perspectives to accent this ballot, but ultimately you need to provide analysis of the specific debate arguments in question as the primary task.

**Writing Style** - In your ballot, the medium of your language is the technique that you will use to make your arguments. When your language begins to resemble the spoken word it loses its authority and it distracts from your argumentative purpose. Your writing should be free of:

- (Thinking out loud comments in parenthesis)
- Misspelled words or words that are poorly spell-checked and come back as different words. There is a credibility problem for your writing when these errors appear.
- Conversational or sarcastic tones. This is a formal ballot and it should be treated as such. Individuals should be cited with their appropriate titles such as President Obama (not Obama).

**Use of qualified sources** – In cases where you need or want to make an authoritative claim, you should utilize a well-qualified source. Suggestions involve experts in the field, scholarly journals, and other professional sources.

**Evidence matters** - Evidence from the debate you have chosen to analyze should be carefully analyzed. Materials cited as proof of your claims should be timely, relevant, and well scrutinized. Materials should reflect your awareness of the ideological foundations of all evidence while analyzing the argumentative styles and construction of arguments presented in the debate.

**References** - Citations must be provided for all researched information. Any use of additional material, even as background, must be cited within the body of the paper and then again within the references page. The format for these citations should consistently reflect the APA style manual.

The due date for this assignment is: **Thursday, December 7 at the beginning of class.**



## Class Schedule

This class schedule is tentative, and may be changed. Notification of changes will be provided to students.  
All course work is due by the date indicated.

Session	Lecture	Class Agenda	Reading
1 Tues. Aug. 22	Welcome & Course Introduction	<p>Introductions</p> <p>One-on-One Impromptu Debates (While impromptu debates are not graded, they are considered part of class participation)</p>	
2 Thurs. Aug. 24		<p>One-on-One Impromptu Debates (While impromptu debates are not graded, they are considered part of class participation)</p> <p>Syllabus Review</p> <p>Review Debate Resolutions (List can be found on Blackboard)</p> <p>Cross-Examination</p>	Syllabus

Session	Lecture	Class Agenda	Reading
3 Tues. Aug. 29	What is Argument	Vote on Debate Resolutions (List can be found on Blackboard)	Chapters 1 and 2  Key Concepts: Arguments (p. 4-7), Arguing (p. 4-7), individual decision making (p. 7-8), democratic decision making (p. 8-10), values (p. 10-13), ethics (p. 13-15), narrative (p.19), and the narrative paradigm (p.26-30).
4 Thurs. Aug. 31	Propositions and Stock Issues	One-on-One Impromptu Debates (While impromptu debates are not graded, they are considered part of class participation)  Vote on Resolutions	Chapter 5  Key Concepts: proposition (p. 76-77), types of propositions (p.77-80), techniques for analyzing propositions (p.80-84), and stock issues (p.84-88).
5 Tues. Sept. 5	The Grounds for Argument and Building Arguments	Class Activity on APA Citations  Finalize Debate Groups  Assign Group Impromptu Debate Topics (While impromptu debates are not graded, they are considered part of class participation)	Chapters 7 & 8  Key Concepts: grounds (p.116), proofs (p.116), premises (p.116-123), examples (p.123), statistics (p.124), and all tests (p.124-134).

Session	Lecture	Class Agenda	Reading
6 Thurs. Sept. 7	Types of Arguments	<p>Group Impromptu Debates (While impromptu debates are not graded, they are considered part of class participation)</p> <p><b>Homework 1 Due to Blackboard Discussion Thread by 11:59pm</b></p>	<p>Chapter 6</p> <p>Key Concepts: inductive arguments (p.97-105), deductive syllogism (p.105-109), the Toulmin Model (p.109), claims (p.110), warrants (p. 111), grounds (p.111), and rebuttal (p.112).</p>
7 Tues. Sept. 12	Analysis of Stock Issues, Cross-Examination, and Flowing	<p>Group Impromptu Debates (While impromptu debates are not graded, they are considered part of class participation)</p>	<p>Chapter 11</p> <p>Key Concepts: affirmative (p.194), negative (p.194), burden of proof (p. 195), prima facie case (p.195), presumption (p.195), cross-examination (p.198), topicality (p.199), ill (p.199), blame (p.199), cure (p.199), solvency (p.203), disadvantage (p.204), uniqueness (p. 204), link and (p.204), impact (p.204), and flowing (p. 207).</p>

Session	Lecture	Class Agenda	Reading
8 Thurs. Sept. 14	Affirmative Case Construction and Briefing	Class Activity on Affirmative Case Construction	Handouts in Class  Key Concepts: The nature of strategies, general principles for affirmative strategies, and policy affirmative cases and briefing.
9 Tues. Sept. 19	Negative Case Construction and Briefing	Class Activity on Negative Case Construction  <b>Homework 2 Due</b>	Handouts in Class  Key Concepts: The nature of negative case strategies, general principles for negative strategies, the importance of disadvantages, elements of disadvantages, and presenting disadvantages.
10 Thurs. Sept. 21	Topicality	Class Activity on Topicality and Answering Topicality	
11 Tues. Sept. 26		<b>Review for Exam 1</b>  <b>Homework 3 Due</b>	

Session	Lecture	Class Agenda	Reading
12 Thurs. Sept. 28		<p><b>Exam 1</b></p> <p>By 5:00 p.m. today, each AFFIRMATIVE GROUP needs to post a PLAN for enacting its resolution to the appropriate Blackboard Discussion entitled "Affirmative Plan for implementing the Resolution (one for entire debate group)." Once posted, this PLAN cannot be changed, except in consultation with both the professor and the opposing team. The Affirmative team may unilaterally change the stock issues CASE it uses to support the posted plan right up until the final debate, however. So, Affirmatives, do NOT post your case outline of stock issues claims, just the specific provisions of the plan or "bill" by which you will implement the resolution.</p>	
13 Tues. Oct. 3		In Class Workshop for Practice Debates	
14 Thurs. Oct. 5		In Class Workshop for Practice Debates	
15 Tues. Oct. 10		<p><b>Group 1 Practice Debate</b></p> <p>*All groups are to submit their practice debate materials to the Instructor on this day at the beginning of class</p> <p>Midterm Evaluations Completed by Instructor</p>	
16 Thurs. Oct. 12		<b>Group 2 Practice Debate</b>	

Session	Lecture	Class Agenda	Reading
17 Tues. Oct. 17		<b>Group 3 Practice Debate</b>	
18 Thurs. Oct. 19	Disadvantages	Class Activity on Disadvantages	
19 Tues. Oct. 24	Answering Disadvantages on the Affirmative	<p>Class Activity on Answering Disadvantages on the Affirmative</p> <p>By 5:00 p.m. today, each <b>AFFIRMATIVE GROUP</b> needs to post a <b>PLAN</b> for enacting its resolution to the appropriate Blackboard Discussion entitled "Affirmative Plan for implementing the Resolution (one for entire debate group)." Once posted, this <b>PLAN</b> cannot be changed, except in consultation with both the professor and the opposing team. The Affirmative team may unilaterally change the stock issues <b>CASE</b> it uses to support the posted plan right up until the final debate, however. So, Affirmatives, do <b>NOT</b> post your case outline of stock issues claims, just the specific provisions of the plan or "bill" by which you will implement the resolution.</p>	
20 Thurs. Oct. 26	Answering Disadvantages on the Affirmative	Class Activity on Answering Disadvantages on the Negative	

Session	Lecture	Class Agenda	Reading
21 Tues. Oct. 31	Argumentation and the Law	<b>Homework 4 Due</b>	Chapter 14  Key Concepts: precedent (p.257), burden of proof (p.257), reasonable doubt (p.257), discovery (p.259), and cross-examination (p.268).
22 Thurs. Nov. 2	Argumentation in Business and Organizations		Chapter 15  Key Concepts: organizational culture (p.273), power (p.278), coalitions (p.279) and compromise (p.285).
23 Tues. Nov. 7	Argumentation in Business and Organizations	*Bring in Business and Organizations Examples for the Class to Review, Critique, and Analyze	
24 Thurs. Nov. 9	Argumentation in Interpersonal Relationships		Chapter 16  Key Concepts: argument style (p.291), adjacency pairs (p.293), self-esteem (p.297), and empathetic listening (p.298).

Session	Lecture	Class Agenda	Reading
25 Tues. Nov. 14	Visual Arguments and Argumentation in Politics: Campaigns and Debates		Chapters 10 & 13  Key Concepts: dominant reading (p.184), oppositional reading (p.185), and negotiated reading (p.185), political myths (p.235), image (p.239), character (p.240), and historical narratives (p.242).
26 Thurs. Nov. 16		In Class Debate Workshop  <b>Individual Contributions are due</b>  <b>Review for Exam 2</b>	
27 Tues. Nov. 21		<b>Group 1 Debate</b>  *All groups are to submit their final debate materials to the Instructor on this day at the beginning of class	
28 Thurs. Nov. 23		<b>*Thanksgiving Recess*</b>	
29 Tues. Nov. 28		<b>Group 2 Debate</b>	
29 Thurs. Nov. 30		<b>Group 3 Debate</b>	
30 Thurs. Dec. 7		<b>Exam 2 – 2:00p-4:00p</b>  <b>Judge’s Ballot Due</b>	