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**COMM 322: Argumentation and Advocacy**

*Professor:* Carlos Godoy, PhD, Esq.

*ANN 209*

*Office Hours:* Tues/Thurs (2-3) or by Appt.

*Telephone:* (909) 576-1884

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*Objectives:*

To understand the nature, functions, forms and contexts of argumentation as a communication event

To understand the history and evolution of argumentation theories

To develop your ability to critically analyze and evaluate the arguments of others

To develop your ability to construct and present sound arguments

*Website*:

There is a course website at blackboard.usc.edu. All students enrolled in this course have access to the website through their USC username and password. This website is an official place for posting information relevant to the class, such as announcements, assignments, grades, lecture materials, and so on.

*Readings:*

Thomas A. Hollihan and Kevin T. Baaske, *Arguments and Arguing: The Products and Process of Human Decision Making.* (3rd ed.; Waveland Press, 2016) [REQUIRED]

*Los Angeles Times*, daily [RECOMMENDED]

Other readings as assigned

Readings are assigned to enhance our understanding of argumentation theory and practice as well as to stimulate class discussion. All readings are **required** unless indicated otherwise. Readings will come primarily from the textbook. In some cases supplementary readings will be distributed via Blackboard or in class as handouts. Readings should be completed *before class* on the day assigned, and I expect you to bring your book and/or article(s) to *every* class session. Lectures will not cover all portions of the assigned readings and may cover additional materials not in the assigned readings; nonetheless, you are responsible for *all* materials, both in the readings and from lectures.

*Assignments:* Detailed instructions for all assignments will be provided in due course.

*Grading:*

Participation 5%

One Minute Speech 5%

Presidential Debate Analysis 5%

Midterm Exam 35%

Two In-Class Debates 15%

Final Exam 35%

All assignments must be the original work of the student and cannot have been used previously or concurrently in any other course.

Course final grades will be determined using the following scale

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and below

**All assignments must be turned in to pass the course.**

*\*\*Debate Topic:*

This semester, we will be researching and debating a current hot issue: “Resolved: That the Federal Government should significantly strengthen control of firearms and/or ammunition in the United States.”

*Participation and Attendance:*

Argumentation is a process of give-and-take. While the process of arguing involves disagreement, it need not–and should not–be disagreeable. Being a good arguer is not synonymous with being argumentative or quarrelsome. On the contrary, an effective arguer is open-minded, a good listener, respectful of the opinions of others, and able to fashion arguments in a way that others will find reasonable. Thus, it is very important that you be present and prepared to participate appropriately in each class not only as an advocate but also as an audience. The best policy is to always **T.H.I.N.K.** before you speak by ensuring that your comment is: **T**houghtful, **H**elpful, **I**nteresting, **N**ecessary, **K**ind.

*Schedule*:

Jan 9: Introductions: Course, Instructor, and Students. Communication as a tool to persuade and prevent conflict. The Nature of Human Nature, Desert Survival Group Cooperation Exercise, Rokeach Value Survey: Why values matter

Jan 11: Rhetorical Approaches: Aristotle (E.M. Griffin, Chapter 21 Blackboard Reading; Hollihan, Chapter 1) MLK I Have a Dream Speech Analysis -Aristotle

Jan 16: Rhetorical Approaches: Burke (E.M. Griffin, Chapter 22 Blackboard Reading; Hollihan, Chapter 4) Malcolm X Bullet or the Ballot speech analysis -Burke

Jan 18: Rhetorical Approaches: Fisher’s The Narrative Paradigm (E.M. Griffin, Chapter 23 Blackboard Reading; Hollihan Chapter 2) Three Little Pigs

Jan 23: Advocacy: Obama/Putin Syrian Intervention speech analysis from the perspective of Fisher, Aristotle, & Burke, Republican Presidential Primary Debate Analysis: The Trump Factor

Jan 25: Interpersonal Debate Exercises: Hot Air Balloon Debates, If I Ruled the World, and I Couldn’t Disagree More

Jan 30: How best to persuade someone (Cialdini-Influence Blackboard Reading)

Feb 1: Persuasive Message Construction and Presentation Strategies continued….

Feb 6: Toulmin Method & Types of Argument (Hollihan, Chapter 3, Chapter 6) (Toulmin Exercise Handout)

Feb 8: The Grounds of Argument. READ: **Chapter 7;** VIEW: **“An Inconvenient Truth”** *Global warming Speech Assignment (data collection/warrants/claims/grounds) Building an argument. One Minute Global Warming Speech Assignment*

Feb 13: The Language of Argument. READ: **Chapter 4**. VIEW: “Cool It” Anti-Global Warming

First Presidential Debate Analysis –Clinton vs. Trump

Feb 15: First Presidential Debate: Donald Trump/Hillary Clinton

Feb 20: Students give *One Minute Speeches using the Toulmin Method/*Political Argument (Hollihan, Chapter 12 Introducing Gun Control Ted Nugent & Piers Morgan Debate Analysis

Feb 22: Wayne La Pierre & President Obama Speech Analysis, Lightning Debate Teams & Topics Assigned

Feb 27: Second Presidential Debate Analysis-Clinton vs. Trump & Lightning Debates (Participation Grade)

Mar 1: *Midterm Review & Study Guide Handout*

Mar 6: **Midterm & Presidential Debate reaction paper evaluations of the candidate performances due**

Mar 8: Third & Final Presidential Debate Analysis; Political & Public Policy Argumentation (Hollihan, Chapter 5 & Chapter 10)

Mar 11-18th Spring Break

Mar 20: John Oliver Guns in America; Review of Mass Shootings in America

Mar 22: Legal Issues with regard to gun control: Heller & Lopez Supreme Court Cases –Researching Policy Propositions (Hollihan, Chapter 8)

Mar 27: **Team Assignments/Scheduling,** Assemble Teams to work on Affirmative Briefs

Mar 29: The Great Debaters Film –

Apr 3: Assemble Groups to work on negative briefs

Apr 5: Affirmative Brief Meetings (3 minute Affirmative Policy Debate Speech due and rehearsed)

Apr 10: Negative Brief Meetings (3 minute Negative Policy Debate Speech due and rehearsed)

Apr 12: Debates

Apr 17: Debates

Apr 19: Debates

Apr 24: Debates

Apr 26: Debate Final Championship Rounds and *Last day of class;* Teammate Assessments Due; Final Debate Policy Briefs Due Dec 14th, *Wrap Up*

*Final Exam*

*Class Section 9:30 May 8th 8-10am*

*Class Section 11am May 8th 11-1pm*

*Class Section12:30pm May 9th 2-4pm*

 **WELCOME TO THE CLASS!**

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

**Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu/)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu/)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu/)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](https://diversity.usc.edu/)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu/)