



COMM 322: Argumentation and Advocacy

Professor: [Carlos Godoy, PhD, Esq.](#)

Office Hours: ANN 306 12:30-1:50; 5:00-7:00pm Tues/Thurs or by Appt.

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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 our abilities critically to analyze and evaluate the arguments of others

To develop our abilities 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, for discussing lecture materials, and so on.

Readings:

Thomas A. Hollihan and Kevin T. Baaske, *Arguments and Arguing: The Products and Process of Human Decision Making*. (2nd ed.; Waveland Press, 2005) [RECOMMENDED]

[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.

Participation and Homework 15%

Debate Research 10%

Debates (2)15% & 15%
Midterm Exam 25%
Debate Policy Positions Brief 25%

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

All assignments must be attempted and 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: Thoughtful, Helpful, Interesting, Necessary, Kind.

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 Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. 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/>.

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://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety 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 Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

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://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. 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.

Tentative Daily Schedule:

Aug 25: Introductions: Course, Instructor, and Students. Communication as a tool.
The Nature of Human Nature, Rokeach Value Survey.

Aug 27: Rhetorical Approaches: Aristotle, Burke & the Narrative Paradigm
(Griffin, Blackboard Readings; Hollihan, Chapter 1)

Sept 1: Aristotle, Burke & the Narrative Paradigm, cont....

Sept 3: Advocacy: MLK & Malcolm X speech analysis, Obama/Putin Speech Analysis

Sept 8: How best to persuade someone (Cialdini Blackboard Reading)

Sept 10: *Persuasion –Theories of Persuasion/Persuasion-Message Types/When to Present*

Sept 15: Interpersonal Debate Exercises

Sept 17: Types of Argument (Hollihan, Chapter 3, Chapter 6) (Toulmin Exercise Handout)

Sept 22: 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 Speech Assignment*

Sept 24: The Language of Argument. READ: **Chapter 4**. VIEW: “An Inconvenient Truth ...or Convenient Fiction?”

Sept 29: *One Minute Speeches/Political Argument* (Hollihan, Chapter 12)

Oct 1: Political & Public Policy Argumentation (Hollihan, Chapter 5 & Chapter 10), Ted Nugent & Piers Morgan Debate Analysis

Oct 6: Wayne La Pierre & President Obama Speech Analysis

Oct 8: *Midterm Review & Study Guide Handout*

Oct 13: *Study Day/Optional meet with Instructor*

Oct 15: **Midterm**

Oct 20: Legal Issues with regard to gun control: Palsgraff Supreme Court Case & Heller Supreme Court Cases

Oct 22: Legal Issues with regard to gun control: Lopez Supreme Court Case –Gun Control

Oct 27: Researching Policy Propositions (Hollihan, Chapter 8): Argumentation in debate –Assemble Teams to work on Affirmative Briefs

Oct 29: Refuting Arguments exercise/practice skills [Affirmative Brief Meetings]

Nov 3: Argumentation in debate- Assemble Groups to work on Negative Briefs

Nov 5: [*Affirmative Brief Drafts Due*] The Great Debaters Film & Discussion

Nov 10: Great Debaters Film & Discussion cont... [Negative Briefs Due]

Nov 12: Debates

Nov 17: Debates

Nov 19: Debates

Nov 25: No Class Thanksgiving Break

Nov 27: No Class Thanksgiving Break

Dec 2: Debates

Dec 4: *Last day of class*; Debate Policy Preparation Briefs Due, Teammate Assessments Due; *Wrap Up*

WELCOME TO THE CLASS!