

Argumentation and Advocacy
Fall 2016

UNIVERSITY OF SOUTHERN CALIFORNIA
Annenberg School of Communication
COMM322: Argumentation and Advocacy (20510)
Tuesday and Thursday 12:30 –1:50, ANN 309

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Office Hours: Tuesdays and Thursdays 10:00a.m.-11:30p.m. & Wednesday 1:30p.m.-3 p.m.
(or by appointment)

COURSE DESCRIPTION

This course serves as an introduction to the theory and practice of argumentation. In this course you will learn to research, organize, develop, present, evaluate, refute, and critique arguments. The course focuses on two different senses of the term argument – as claims that people make and as types of interactions in which people engage. It will explore how arguments are created, presented, reworked, and refuted in context ranging from interpersonal disagreements to public debates and formation of public policy. In this course, you will learn how to construct complex, well-supported positions on various topics along with how to critically analyze any argument presented to you. The research, writing, and speaking skills taught in this course will enable you to become a better student and a better consumer of argument.

COURSE OBJECTIVES

- To improve skills in the construction of arguments including organization, delivery and research to achieve personal, academic and/or professional goals;
- To appreciate argument as both a method of inquiry and advocacy;
- To recognize how a person's background, values and credibility influence the construction and processing of argument;
- To develop skills in critical thinking to comprehensively analyze, synthesize and evaluate information;
- To be able to refute the position of others and defend his or her own position against the attacks of others and accept responsibility for his or her own argument;
- To improve the ability to recognize the significance of language and culture in human experience;
- To work cooperatively and collaboratively with others; and
- To improve public speaking skills

REQUIRED TEXT

Hollihan, T.A. & Baaske, K.T. (2016). *Arguments and arguing: The products and process of human decision making, 3d ed.* Prospect Heights, IL: Waveland Press.

You will be reading an electronic copy of a textbook that is newly revised for a third edition but not yet available to other sections. We will look forward to your comments!

I will assign additional readings, videos or other materials throughout the semester. These readings will be posted on Blackboard and/or emailed to you.

On a rotating basis, you will be required to scan or watch the following:

- *Additional Readings Posted on Blackboard*
- *The New York Times*
- *Los Angeles Times*
- Presidential and Vice Presidential Debates and other Political Speeches

Other readings may be assigned during the semester by the instructor and distributed via Blackboard (<https://blackboard.usc.edu>).

ADA COMPLIANCE STATEMENT

Any student requesting academic accommodation 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 the letter is delivered to your instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

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/academic-support/center-programs/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.

Student Resources and Support

College can be a stressful time and challenges to one's mental health can interfere with optimal academic performance. Seeking help and support is smart and effective. USC offers numerous resources that are confidential and free-of-charge. These resources can help you manage personal concerns that threaten your emotional or academic well-being.

Student Counseling Services 213-740-7711 [https://engemannshc.usc.edu/counseling/Bias Assessment Response and Support](https://engemannshc.usc.edu/counseling/Bias%20Assessment%20Response%20and%20Support)

*Relationship and Sexual Violence Prevention and Services (Sexual Violence) 213-740-4900**

Sexual Assault Resource Center- Rape Hotline (213) 626-3393

Office of Wellness and Health Promotion 213-740-9355

Student Support and Advocacy 213-821-4710

National Suicide Prevention Lifeline 1-800-273-8255 <http://www.suicidepreventionlifeline.org>*

Worried about a classmate or friend? Call Trojans Care for Trojans to check in!

Title IX-Protected Class and Sexual Misconduct -<https://equity.usc.edu/title-ix/>

**24 hours emergency services*

ACADEMIC INTEGRITY IS IMPORTANT!

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. [SCampus](#), the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

CLASS POLICIES

ALL ASSIGNMENTS MUST BE COMPLETED TO PASS THIS CLASS

ATTENDANCE: Regular attendance is essential to success in this course and students must make an effort to be on time for class. We only meet twice a week so your presence is important. Attendance will be taken at the beginning of each class. The number of **excused or non excused** absences shall not exceed four (4). The only acceptable excused absences are the following and must be corroborated in writing by the proper authority: (1) Personal illness that requires a doctor's visit, (2) Serious illness or death of a close family member, (3) Natural disaster such as fire, earthquake, or civic unrest, or (4) Court related obligation such as jury duty, appearance, deposition, or subpoena. Much of the learning in a communication class comes from observing presentations and participating in class discussions so it is very important that you attend class. The University of Southern California *prohibits* the awarding of points solely on a student's physical presence in a class. However, they

allow the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early. *Excessive tardiness or absences will result in a lower grade.* The amount of the reduction is calculated on the total number of unexcused absences.

MAKE UP WORK: Make-up work will be allowed with penalty for excused absences only. **YOU CANNOT MAKE UP PARTICIPATION POINTS.** For absences not excused, there will be a full letter grade loss on the evaluation of that assignment for each day that it is late. Scheduled activities will take precedence over any make-up work. Make-up work will not be accepted after the class which is one week after the original due date.

GRADING SCALE: GRADES ARE EARNED, NOT GIVEN; AVERAGE WORK DESERVES A “C”

A	92.6-100	A-	89.6-92.5	B+	87.6-89.5	B	82.6-87.5
B-	79.6-82.5	C+	77.6-79.5	C	72.6-77.5	C-	69.6-72.5
D+	67.6-69.5	D	62.6-67.5	D-	59.6-62.5	F	59.5 or below

OUTLINES AND WRITTEN ASSIGNMENTS: Outlines and other written materials must be submitted on their due date and the assignments **MUST BE TYPED** and professionally completed. Unless otherwise directed, all written materials are due on the date due by 11:59 pm by e-mail. Make sure to include appropriate documentation of sources using APA style.

MULTI-MEDIA COMPONENT: Please note that this class may involve the use of multimedia tools including the making and use of student video recordings of speeches, exchange of information through e-mailing, texting and file-sharing and the turning in of papers through Blackboard. Please understand that the use of these tools are not a requirement to pass the class and every reasonable accommodation will be made to help all students succeed regardless of the level of technical knowledge.

YOU ARE RESPONSIBLE, for officially dropping this class, for keeping up with deadlines, for materials and information missed when absent or late, for completing the assigned reading prior to class, and for getting official documentation when absent.

GRADING QUESTIONS should be addressed in a timely manner. There is a 48 - hour “wait period” after receiving a grade, but then you should address questions within the next 5 days. You must submit your complaint/rationale to me **in writing by email.** Complaints or requests for reconsideration of a grade will not be considered unless they are submitted in written form and in a timely manner; such a complaint constitutes an argument, and will be evaluated by the standards of acceptable argumentation as presented in class readings and lectures.

Before you complain about a grade, consider the following questions during the 48-hour wait period:

- (1) Was your assignment submitted on time?
- (2) Did you follow the directions of the assignment?
- (3) Did you turn in your best work? If it was a written assignment, did you use proper grammar and syntax? Did you misspell words? Is your work neat and professional? Did you use weird spacing in an effort to make the paper appear longer than it really is?
- (4) Did you practice your speech? If the work was an oral assignment, did you complete the speech within the allotted time limit? Did you dress professionally? Did you read your speech as opposed to presenting it?
- (5) Did you credit your sources? Is your bibliography properly formatted?
- (6) Did you wait until the last minute to complete the assignment?

(7) If you are missing participation points, were you absent the day of the classroom activity? Do you contribute to class discussions?

I urge you to engage in a little self-examination before you submit a grade complaint.

CLASSROOM ETIQUETTE

1. **PLEASE TURN OFF** cellphones when you enter the classroom (silence is ok only if the phone does not vibrate). If your cellphone goes off repeatedly you may receive a deduction of grade points. Laptops may be banned if I determine that they are becoming a distraction.
2. **DON'T TALK**, text, read newspapers or magazines, sleep, do homework, etc. during class, or listen or play on your phone or laptop. Not only is it distracting, but it's disrespectful. ***I do not ban the use of laptops in the classroom, but you generally will not need them.*** If I determine that they are becoming a distraction, I will ask you to shut them down. *This class is small. I see everything. You are not invisible and your whispering is louder than you think.*
3. **KEEP UP** with the text reading and assigned reading. Most classes will be devoted to a discussion of the reading for that day. Your participation, or lack thereof, will help determine the quantity or quality of class discussion.
4. **CHECK FIRST. DO NOT ENTER THE CLASSROOM DURING A STUDENT SPEECH OR PRESENTATION.** Public speaking is hard enough without someone walking around while others are speaking. Wait outside until you hear the applause.
5. **DRESS PROFESSIONALLY FOR YOUR SPEECH ASSIGNMENTS.** Please do not wear hats or any headgear while giving a speech or doing a debate. Take yourself seriously and we will, too. Student's attire should be appropriate for a business setting on speech days. Casual dress negatively affects perceptions of credibility.
6. Speeches and papers must be the **ORIGINAL WORK** of the student and not used for any other course. Violation of this policy is an Academic Integrity Violation.
7. **LIFE IS TOO SHORT.** Civility and common courtesy go a long way. Please respect the diversity of students and opinions in the classroom. When providing constructive criticism to other students, please be respectful and positive.
8. **Don't whine**, but I do appreciate a well-developed argument.

ASSIGNMENTS

<u>Class Activities</u>	<u>50 points</u>
Values/Ethics	10 points
Toulmin Exercises	10 points
Types of Arguments	10 points
Fallacies Exercise	10 points
Debate Research	10 points
<u>Writing Assignments</u>	<u>110 points</u>
Position Paper	15 points
Refutation Paper	25 points
Persuasive Manuscript	35 points
Case Brief	35 points

<u>Speeches/Debates</u>	<u>100 points</u>
Position Speech	15 points
ELM-Edit. Cartoon Speech	20 points
Persuasive Speech	50 points
SpAr Debates	15 points

<u>Final Project Exams</u>	<u>110 points</u>
Policy Debate	75 points
Speech/Debate Analysis	35 points

<u>Participation</u>	<u>30 points</u>
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TOTAL 400 POINTS

FINAL EXAMINATION

The day and time for the final examination can be found in the Official University Final Examination Schedule in the **Exceptions Section**. You must take your final exam on the assigned date and time. **Please mark your calendars with the date of the exam.** Per University policy, the final examination cannot be changed unless it conflicts with another USC final examination.

SYLLABUS

All reading assignments should be completed prior to class on the day they are listed. Additional readings and assignments may be assigned in class throughout the semester. All papers must be turned in via Blackboard by 11:59 pm on the class day they are listed as due. Attendance on the day you are scheduled to present a debate is mandatory. Debates involve other people so you cannot make up the debates. Blackboard will be utilized for grading, posting of assignments, submission of some assignment, posting of videos and some group work.

Week 1:

- 8/23 Introductions: Instructor, Syllabus and Students
Assign Position Speech (2-3 min), choose one quotation and one speech day
- 8/25 Argumentation in Popular Culture
 Reading: Ch. 1 Argumentation as Human Symbolic Activity; Argumentation and Values
 Values/Ethics Activity #1

Week 2:

- 8/30 **Position Speeches Presented**
Position Paper Assigned
- 9/1 **Position Speeches Presented**

Week 3:

- 9/6 Reading: Ch. 2 Foundations of Argument; the Role of Narrative in Argumentation
 Visual Argument: Chapter 10, ELM Model
- 9/8 Reading Chapter 3: Audiences and Fields of Argument
 Visual Argument: Chapter 10, ELM Model (cont.)

Week 4:

9/13 **ELM Model/Position Paper Presentations**

9/15 **ELM Model/Position Paper Presentations**

Week 5:

9/20 Reading: Chapter 4: The Language of Argument

Reading: Chapter 5: Argumentation and Critical Thinking

Class Activity #2 Toulmin Exercise

9/22 Reading: Chapter 6-Types of Arguments

Class Activity# 3 Types of Argument

Week 6:

9/26 First Presidential Debate

9/27 Reading: Chapter 7- Grounds for Argument

9/29 Reading: Chapter: 8-Building Arguments

Persuasive Speeches Assigned, Speech Order Selection

Week 7:

10/4 **SpAr Debates / Vice Presidential Debate**

10/6 **SpAr Debates**

Week 8:

10/9 Second Presidential Debate (Required Viewing)

10/11 Reading: Chapter 13: Argumentation in Politics, Presidential Debate Discussion

10/13 TBA

Week 9:

10/18 Persuasive Speech Draft Outlines Due (2 copies), Peer Review Reading

10/19 **Third Presidential Debate**

10/20 Reading, Chapter 9-Refuting Arguments

Week 10:

10/25 **Persuasive Speeches Presented, Final Outlines Due**

10/27 **Persuasive Speeches Presented, Final Outlines Due**

Refutation Paper Assigned

Week 11:

11/1 Viewing: 12 Angry Men

Debate Partners Chosen/Topics Assigned

11/3 Introduction to Lincoln Douglas Debate

Chaps. 11 & 12 Academic Debate

Week 12:

11/8 Refutation Paper Due/Class Discussion

11/10 Reading: Chapter 14 Argumentation and the Law

Debate Prep, Case Construction

Week 13:

11/15 Debate Prep, Case Construction/ Debate Research Due

11/17 Debate Prep, Case Construction

Week 14:

11/22 Policy Debate Presentations, Argumentative Briefs Due

11/24 THANKSGIVING BREAK

Week 15:

11/29 Policy Debate Presentations, Argumentative Briefs Due

12/1 Policy Debate Presentations, Argumentative Briefs Due

Week 16:

11/29 Policy Debate Presentations, Argumentative Briefs Due

12/1 Policy Debate Presentations, Argumentative Briefs Due

FINAL EXAMINATION: Final Deadline for Speech Debate Analysis, December 13, 2016

THIS SYLLABUS IS SUBJECT TO CHANGE AT MY DISCRETION