



COMM (322): Argumentation & Advocacy 4 units

Fall 2020 –Tuesday/Thursday – 2:00-3:20

Section: 20511r Taught: On-Line

Instructor: G. Thomas Goodnight

Office Hours: 3-4 Mondays (Schedule Zoom meeting by email for this hour)

Contact Info: gtg@usc.edu 626-664-9879

ZOOM MEETINGS URL:

<https://usc.zoom.us/j/99362245229?pwd=aFRVdTM0U2hSb2Fkam5ES2tGTm9jUT09>

I. Course Description

The class includes an introduction to argumentation theory and practices. It addresses the concepts analysis, research and evidence, case construction, refutation. Students will learn to make effective, ethical, and considered arguments as well as to criticize those advancing misinformation, disinformation, or error. Examples are drawn from diverse fields of advocacy including law, politics, institutions, and interpersonal relations. Communicative reasoning is identified as a product, process, and point of view secured by critical thinking. The course addresses risk and judgment in relation listening, reckoning, and reconciliation as social practices.

II. Student Learning Outcomes

Students will be trained to recognize and read an argument, in its formal, verbal, written, visual and discursive forms. Students will learn to make and map simple and complex arguments, adapted for different audiences, contexts, and media. Each class member will debate a public issue, making a case for and against a resolution of that brings up questions of justice and policy. Students will be able to recognize the fallacies upon which propaganda is propagated, polarization initiated, anger cultivated and to respond effectively. The object of the course is to introduce, cultivate, and open students to thinking about agents, events and actions where argument appears as a support or as an obstruction to immediate or/and enduring communication. Students will be asked to listen to pod-casts from the Constitution Center on CSPAN. These cover major issues, players, and events in key social, legal and cultural controversies.

III. Required Readings

We will work through two books. David Zarefsky: *The Practice of Argumentation: Effective Reasoning in Communication*. Cambridge University Press, 2019. Dean Zarefsky was head of the School of Communication at Northwestern University. He is a preeminent historical scholar and teacher of argumentation. Zarefsky's work is excellent in explaining argumentation as concepts in practice. David R. Morrow & Anthony Weston, *A Workbook for Arguments: A Complete Course in Critical Thinking*. Third Edition. Hackett Publishing Company, 2019. These philosophers provide a "toolbox" for "critical-thinking" in the contexts of reasoning, writing, speaking, and networking. Together, these two books provide both content (Zarefsky) and skill development (Morrow and Weston).

IV. Assignments & Assignment Submission Policy

1. CLASS JOURNAL: (1). The student will be asked to keep a journal of concepts, examples, and events that are experienced during the semester. The journal will consist of two things: first, a definition of the four to five central ideas of a lecture (copying text from the books is OK, but a student must include enough to show

understanding of the concept). Second, a paragraph analyzing one of the examples brought up in the Morrow & Weston text. You will be directed to an exercise during day of class. Journals are typed and should be about half a page (500 words)—or one full page a week (1,000). During class debates, students who are not debating will be asked to write a decision of who did the better job of debating and add reasons supporting the decision. Submission of journal will be at mid-term and final. TBD. Mid-term journals turned in Tuesday October 1 by email (Subject Line: Arg 322 Mid-term Journal). Finals turned in Thursday November 19 by email (Subject Line: Arg 322 Journal Final—entire document). Analysis of presidential debates are optional add-ons to journal work.

2. TAKE HOME EXAMINATIONS: MID-TERM AND FINAL. The take home examination will be open book and journal. Questions will pose an example and ask for comparisons if different concepts or arguments. There will be no more than 10 answers required. There will be a choice of up to 12 to choose among. Example: How does the concept of burden of proof differ in a personal, professional, or public situation? The examinations are designed to fuse your knowledge of different concepts and examples into a taught answer of about 500 to 750 words. No team answering. Submission of the mid-term is by email due Tuesday October 6 (Subject Line: 322Mid Term). Submission of the JOURNAL AND TAKE HOME FINAL is by email official exam date. November 19 (Subject Line: 322 Final).

3. DEBATES: Debates are particular kind of argument where clash over beliefs, values or actions are put at issue publicly. Should presidential debates occur, we modify requirements by having the class follow. Everyone will be given an opportunity to debate a resolution decided by the class as vital to contemporary personal and public concern. Debates will be adapted to Zoom format. Participation includes presenting views on the affirmative or negative side for those debating and a decision with justification for those observing. Debates days are Nov 3, 5, 10, and Nov 12. Debaters will work with a fellow student to develop positions on a topic pro and con. Debate format should involve submitted 'cases' to the other side and the class, while timed expansion and open discussion in virtual space. Assignments and structures and timing for specific debates will be decided by the mid-term.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Journal		25
Mid-term		25
Debate		25
Final		25
TOTAL		100%

b. Grading Scale

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded. Great argument, solid evidence, clear, concise clever treatment of concepts and examples
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings. Above average generally, but essay does not show sign of considered reply and makes a complete or fully defensible idea or position.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding. Prose is considered, coherent, and standard for the ideas or topics under discussion
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies in reading the materials presented, listening to lectures, or ideas of fellow students.
F	Failing; exhibits no interest, energy or effort in the assignment.

d. Grading Timeline

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

Absent emergencies, students will receive timely feedback on assignments and exams. Two weeks grading. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is sent to you, no further changes will be made.

e. Arc of the Course: Synchronous attendance is encouraged. Asynchronous necessities are recognized as sufficient reasons for not being in the zoom room live. These include difficulties with time zones, technologies, or other Covid-related issues. CSPAN blogs on cases before the Supreme Court of the United States will furnish examples for the final.

Argumentation and Advocacy offers a route into the wide world of communication. In this class, we will discuss the activities of gathering and sorting reasons, testing and contextualizing one's own and the thinking of others, as well as situating risks and benefits for self and community. The orientation of this class features teaching and learning under a public health emergency, COVID-19. With social contact limited, oral, written, and visual communication takes on a "virtual" quality—facilitated and limited by the machinery of exchange made available to us for this semester. Argumentation is my chief area of work, it teaches us to value the choice made by individuals as well as the joys of developing a collective capacity to work intelligently together. How do we generate knowledge, challenge ignorance, and thrive during this unique time?

Campus Policy 2020

A. Recording “Synchronous session recording: Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.”

B. Change?. “Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by followed the strictest health guidelines and safety protocols. These are listed in Trojans Return page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.” Our 322 is on line, only.

C. Participation. Time zone difficulties will be accommodated, case by case. Politeness conditions apply, as in ever day classes.

SYLLABUS

***Important note to students:** Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, events, and/or guest speaker availability, where relevant. Students should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.*

FIRST WEEK: WHAT IS AN ARGUMENT, THE PROCESS OF ARGUING, AND THE FIELD OF ARGUMENTATION? HOW DO THESE RELATE TO CRITICAL-THINKING?

1. August 18, Tuesday WHAT IS AN ARGUMENT? ARGUING? AND ARGUMENTATION? Zarefsky, Chapter 1. pp 1-11.

2. August 20, Thursday WHAT ARE THE ASSUMPTIONS OF CRITICAL-THINKING AND COMMUNICATION? Zarefsky 1. pp. 11-28.

SECOND WEEK: HOW DO WE KNOW RECOGNIZE A SIMPLE ARGUMENT? WHAT ARE THE PIECES OF AN ARGUMENT PUZZLE? HOW DO WE ANALYZE COMPLEX DISAGREEMENTS?

3. August 25 WHAT DO INFORMAL AND FORMAL ARGUMENTS LOOK LIKE? Zarefsky, Chapter 2.

4. August 27 HOW ARE COMPLEX ARGUMENTS MAPPED? Morrow & Weston (M&W), pp. 307-323

THIRD WEEK: WHAT ARE THE CONTEXTS FOR ARGUMENT COMPETENCE IN A DIVERSE SOCIETY? WHERE DO CONTROVERSIES ARISE AMONG THE DIFFERENT SPHERES OF ARGUMENT AND HOW?

5. Sept 1 WHAT ARE PERSONAL, PROFESSIONAL, AND PUBLIC CONTROVERSIES? Zarefsky pp. 56-62. Goodnight, Personal, Technical and Public Argument. Arg and Advocacy. On line.

6. Sep 3 HOW DOES ARGUMENTATION DRIVE CONTOVERSY? Zarefskey, pp. 62-83.

FOURTH WEEK: IDENTITY THE TWO BASIC TYPES OF EVIDENCE. EXAMPLES AND TESTIMONY? WHAT ARE THE PROBLEMS IN USING EITHER OR BOTH?

7. Sept 8 WHAT ARE TYPES OF EVIDENCE? WHAT ARE TESTS OF EXAMPLE? Zarefsky, pp. 84-91 M&W Chapter 2.

8. Sept 10 FINDING AND OUTSOURCING EVIDENCE. WHAT IS TESTIMONY? Zaresky, pp. 91-103, pp. 125-127. M&W Chapter 4

FIFTH WEEK: IDENTIFY 3 MORE COMPLEX PROCESSES OF INFERENTIAL ARGUMENT. ANALOGY, SIGN, AND CAUSALITY.

9. Sept 15 Argument Schemes WHAT ARE ANALOGY AND SIGN ARGUMENTS? Zarefsky pp. 104-119.

10. Sept 17 Argument Schemes: WHAT ARE ARGUMENTS ABOUT CAUSALITY? Zarefsky, pp. 119-125 M&W Chapter 5 Causality

SIXTH WEEK: WHAT ARE THE FORMAL STARTING POINTS OF ARGUMENT? HOW DOES FORMAL THINKING ORGANIZE REASONING THROUGH VALID FORM?

11. Sept 22 Arguments Schemes WHAT ARE ARGUMENTS FROM FORMS? Zarefsky pp. 127-136. M&W Chapter 6 Deductive Arguments

12. September 24 FALLACIES: WHAT ARE THE FALLACIES OF AMBIGUITY AND AMBIVALENCE? Zarefsky pp. 137-147. See M & W, pp. 264-284.

SEVENTH WEEK: WHAT HAPPEN WHEN REASONS GO WRONG? WHAT ARE FALLACIES AND HOW DO THESE ENTER INTO DISPUTATION?

13. September 29 FALLACIES OF VACUITY AND RELEVANCE. Zarefsky, pp. 147-157.
See M&W pp. 264-284.

14. October 1, Extended Argument How to Assess and Respond when arguments arise.
M&W CHAPTER 7, pp. 167-192 MID-TERM EXAMINATION DISTRIBUTED

EIGHTH WEEK: HOW ARE THE PRACTICES OF WRITTEN AND ORAL ARGUMENTS DISTINCT AND INTERACTIVE PRACTICES?

15. October 6 MAKING TALK POINTS AND WRITING ESSAYS
M&W. Chapter 8, pp. 194-216. MID-TERM EXAMINATION DUE

16. October 8 ORAL ADVOCACY: SPEAKING UP AND SPEAKING OUT
M&W pp. 217-226.

NINETH WEEK: WHAT IS DEBATING AND ITS RELATION TO CITIZENSHIP?

17. October 13 PUBLIC DEBATE: PARTICIPATORY CITIZENSHIP
M&W M&W, DEBATE, pp. 229-261.

18. October 15 CASE CONSTRUCTION: PROCESS OF DISCOVERY & ASSESSMENT
Zarefsky, pp. 161-176.

TENTH WEEK: HOW DOES ONE CONSTRUCT, ADVOCATE, AND DEBATE A CASE?

19. October 20 CASE CONSTRUCTION: CHOOSING WHAT TO SAY AND DO STYLE
Zarefsky, pp. 176-185.

20. October 22 LISTENING, QUESTIONING, CHALLENGING & REPAIRING
COMMUNICATIVE REASONING
Zarefsky pp. 186-208.

ELEVENTH WEEK: HOW DOES ONE BECOME AN ADVOCATE AND SUSTAIN, SHIFT, OR ABANDON ARGUMENTATION?

21 October 27 ADVOCACY: WHAT MAKES FOR STRONG ADVOCATE?
M&W, pp. 3-39.

22. October 29 ADVOCACY: COMMON GROUND AND COMMON CAUSE:
M&W, pp. 295-306.

TWELFTH WEEK: HOW DO LANGUAGE AND COGNITION PLAY A ROLE IN ADVOCACY?

23. Nov 3 Debates,

24. Nov 5 Debates.

THIRTEENTH WEEK: PERFORMED DEBATES AND JUDGING

(Debate format, topic, and position will be assigned at mid-term.)

25. November 10 Debates

26. November 12 Debates

FINALS PERIOD: TAKE HOME EXAMINATION AND COMPLETE JOURNAL DUE THURSDAY, NOVEMBER 19

VII. Policies and Procedures

Statement on Academic Conduct and Support Systems

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

In addition, it is assumed 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, without approval of the instructor.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Calendar

20517R 060 Lecture 12:30-1:50pm Tue, Thu 14 of 18 Gerald Goodnight ONLINE Argumentation and Advocacy Section 20517 · Session Dates (session code 060) First day of classes: Monday, August 17, 2020 Last day to add: Friday, September 4, 2020 Last day to drop without a mark of "W" and receive a refund: Friday, September 4, 2020 Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 2, 2020 Last day to drop with a mark of "W": Friday, November 6, 2020 End of session: Tuesday, November 24, 2020