

Fall 2020 – T/TH – 9:30am-10:50am PST

Section: 20514R

Location: Online

Instructor: Professor Kiran Dhillon

Office: Online

Office Hours: T/TH 4:00pm-5:30pm PST; Also by Appointment

Contact Info: kkdhillo@usc.edu

I. Course Description

This course introduces students to a core set of basic argumentation theory including analysis and practices related to the art of argumentation and debate. Research and evidence, case construction, refutation; discursive and visual argument; diverse fields of advocacy including law, politics, organizations, interpersonal relations.

II. Student 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.

III. Required Readings and Supplementary Materials

Thomas A. Hollihan and Kevin T. Baaske, *Arguments & Arguing* (3rd 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

IV. Description and Assessment of Assignments & Assignment Submission Policy

You will receive details about each assignment/exam separately.

Class Participation

Participation

A portion of your grade for this class will be earned by productive participation in class sessions, as determined by your Instructor. The unique nature of this course necessitates 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 current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments. In addition, the distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to **respect the opinion of others**, regardless of how much you disagree. 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 2 points toward your overall class participation grade.

A-Level Daily Participation (2-1.8 points)

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 and you were never on your phone during class), 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 (1.7-1.6 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 (1.5-1.3 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 (1.2-1 point(s))

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 and you were on your phone during class) 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 (.09-0 point)

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.

Assignment Submission Policy:

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- B. Assignments must be submitted via Blackboard.

V. Grading**a. Breakdown of Grade**

Assignment	Points
Participation	60
1 st One v One Debate	120
1 st Issue Analysis Paper	120
Exam 1	100
2 nd One v One Debate	150
2 nd Issue Analysis Paper	150
Exam 2	100
TOTAL	800

b. Grading Scale – Total Possible: 800 Points

800-744: A	663-640: B-	559-536: D+
743-720: A-	639-615: C+	535-504: D

719-696: B+	614-584: C	503-480: D-
695-664: B	583-560: C-	479-0: F

c. Grading Standards

You will receive details about each assignment/exam separately. **All assignments need to be completed and turned in on time to avoid a grade reduction. If you are unable to turn in an assignment due to illness or a personal emergency, you must provide written documentation that will allow you to be excused, or discuss your situation with me.**

In order to pass this class you will need to complete ALL of the assignments. Failure to complete one or more of them will result in an F in the class.

Grades will be assigned as follows:

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

d. Grading Timeline

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard.

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.

VI. Course Schedule: A Weekly Breakdown

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.

	Topics/Daily Activities	Readings	Deliverable/Due Dates
Week 1 Dates: 8/17-8/21	Welcome and Introduction to the Course One-on-One Debates Review What Is Argument	Chapters 1 & 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), storytelling (p.19), stories (p. 19), the narrative paradigm (p.26-30), and narrative fidelity (p.28).	
Week 2 Dates: 8/24-8/28	Propositions & Stock Issues	Chapters 5 & 11 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), 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).	
Week 3 Dates: 8/31-9/4	Research One v One Debates Workshop		
Week 4 Dates: 9/7-9/11	1 st One v One Debates		[Labor Day: Monday, September 7] 1st One v One Debates All Speech Outlines are Due on 9/8
Week 5 Dates: 9/14-9/18	1 st One v One Debates		1 st One v One Debates
Week 6 Dates: 9/21-9/25	Audiences & Fields of Arguments The Language of Argument	Chapters 3, 4, & 16 Key Concepts: audience (p. 38), universal audience (p. 45), objective fact (p. 46), objective truth (p. 46), presence (p. 46), fields (p. 48), field-invariant (p. 50), field-	

		dependent (p. 50), language (p. 57), epistemic function (p. 57), denotative meaning (p. 58), connotative meaning (p. 59), abstraction (p. 59), characters (p. 60), role (p. 61), character type (p. 61), scene (p. 64), events (p. 65), metaphor (p. 68), ornamental metaphor (p. 68), argumentative metaphor (p. 68), generative capability (p. 70).	
Week 7 Dates: 9/28-10/2	Argumentation in Interpersonal Relationships	Chapter 16 Key Concepts: argument style (p.291), adjacency pairs (p.293), self-esteem (p.297), and empathic listening (p.298).	Issue Analysis Paper 1 due on Thursday, October 1
Week 8 Dates: 10/5-10/9	The Grounds for Argument, Building Arguments, and Types of Arguments	Chapters 6, 7 & 8 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), grounds (p.116), proofs (p.116), premises (p.116-123), examples (p.123), statistics (p.124), and all tests (p.124-134).	
Week 9	Exam 1 Review		Exam 1 on 10/15

Dates: 10/12-10/16	Exam 1		
Week 10 Dates: 10/19-10/23	2 nd One v One Debates		2nd One v One Debates All Speech Outlines are Due on 10/20
Week 11 Dates: 10/26-10/30	2 nd One v One Debates		2 nd One v One Debates
Week 12 Dates: 11/2-11/6	<p>Argumentation in Politics: Campaigns and Debates</p> <p>Argumentation and the Law</p>	<p>Chapters 13 & 14</p> <p>Key Concepts: political myths (p.235), image (p.239), character (p.240), and historical narratives (p.242), political myths (p.235), image (p.239), character (p.240), and historical narratives (p.242), civil cases (p. 254), criminal cases (p. 254), the assumptions of the system (p. 255), dispute resolution (p. 257), precedent (p. 257), burden of proof (p. 257), reasonable doubt (p. 257), preponderance of evidence (p. 258), discovery (p. 259), theory of the case (p. 259), pretrial motions (p. 262), voir dire (p. 262), challenge to the array (p. 263), for cause challenge (p. 263), peremptory challenge (p. 263), opening statement (p. 264), direct examination (p. 265), cross-examination (p.</p>	

		265), summary judgement (p. 267), closing arguments (p. 268).	
Week 13 Dates: 11/9-11/13	Visual Arguments; Argumentation in Business and Organizations Final Exam Review	Chapters 10 & 15 Key Concepts: dominant reading (p.184), oppositional reading (p.185), and negotiated reading (p.185), organizational culture (p.273), power (p.278), coalitions (p.279) and compromise (p.285).	Issue Analysis Paper 2 due on Thursday, November 12
STUDY DAYS Dates: 11/14-11/16		Note: No final examinations may be scheduled on Study Days.	
FINAL EXAM PERIOD Dates: 11/17-11/24		Final Exam on Thursday, November 19 from 8:00am-10:00am	

VII. Policies and Procedures

Additional Policies

Synchronous session recording notice

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.

Going back to Campus

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 following the strictest health guidelines and safety protocols. These are listed in the **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.

Attendance policy

Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

Zoom etiquette

Although you are not obligated to turn your camera on, we highly recommend it. Please wear **appropriate clothing**. Please keep your **microphone off** during zoom class, except when you're asked to unmute for discussion or questions. Please use **appropriate backgrounds**.

Communication

If you cannot attend office hours and would like to chat, I encourage you to email me to arrange a meeting time. In your email correspondence please send all of your available dates and times. In addition, please allow for replies to emails to be within 48 working hours.

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://annenbergsuccessfund.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.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.