

Fall 2020

Section 20515

Class Meeting Time: Monday and Wednesday 3:30 – 4:50pm

Class Location: Online using Zoom (Access information will be provided via email and Blackboard)

Instructor: Julianna Kirschner, Ph.D.

Email: jjkirsch@usc.edu

Email Response Time: I usually respond to emails expeditiously, but there are times when I may need 48 hours to respond. I am also slower to respond to emails on weekends and after 6:00pm on weekdays.

Office: Due to the COVID-19 pandemic, I am meeting with students online via Zoom.

Office Hours: Unless stated otherwise, I will be available on Zoom each Monday from 2:30 – 3:30pm. Please send me an email to arrange a meeting. I am also available by appointment.

I. Course Description

This course is focused on basic argumentation theory and practice. You will engage in analysis, research and evidence, case construction, refutation; discursive and visual argument; explore diverse fields of advocacy including law, politics, organizations, interpersonal relations. The curriculum is designed to be reciprocal in the sense that you will learn from others and vice versa. The research, writing, and speaking skills taught in this course will enable you to become a better student and a better consumer of argument.

II. Student Learning Outcomes

By the end of this course, students will be able to:

- Define argumentation as an area of study
- Implement source material into arguments
- Refute opposing arguments
- Differentiate theories of argumentation
- Develop public speaking skills
- Design an argumentation agenda collectively

III. Required Readings and Supplementary Materials

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

I will assign additional readings, videos or other materials throughout the semester. These readings will be posted on Blackboard (<https://blackboard.usc.edu>) and/or emailed to you.

IV. Description and Assessment of Assignments

Response Assignments (35 points each, a total of 140 points): You will compose a total of four (4) response assignments to the reading that share your thoughts and interpretations. You may complete these assignments in any of the following forms:

- 2-3 page paper, double spaced.
- Infographic/artistic response
- Recorded video

If you have additional ideas for unique forms of this assignment, you may also propose an alternative form. You will have to email me at least a week before the deadline to propose this alternative form. My approval is required.

In each response assignment, you will answer (or illustrate your answer) at least three of the following questions. In each answer, offer a detailed argument and explanation using specific examples and citations from the assigned reading, video, and/or outside source (see italicized note below).

- What is unique about the argument made by the author?
- Do you agree with the author(s)? Do you disagree?
- Are there common fallacies associated with the topic discussed in the reading? (Use your outside source to support this claim.)
- How might you use the content from this reading/video in your future career? In your relationships? In other words, how might you apply these ideas in the “real world”?
- What theory or theories are discussed and/or applied in the reading?
- How has this assigned reading and outside source contributed to the work you are or will be doing on the argument analysis paper, letter to the editor, presentation of advocacy, and/or spontaneous argumentation?
- What new questions has the assigned content sparked for you?

In addition to answering three of the above questions, find at least one credible outside source addressing the topic at hand, and use it to support your claim regarding the assigned reading (this applies regardless of the form you chose to complete this assignment: paper, infographic/artistic response, or recorded video).

Each response paper requires the following:

- Back up your claims with strong reasoning and source material. As mentioned earlier, you are required to cite at least one scholarly source outside of what is assigned in class, and you must cite it using a proper MLA or APA style (Choose one style and stick to it).
- If you are writing a paper, the paper itself should be at least two full pages, double-spaced (not counting the Works Cited page), and you should use 12-point, Times New Roman font. Be sure to reach the bottom of page three; 1.5 pages of writing is not enough.
- If you are approaching this assignment as an infographic/artistic response or as a recorded video, the content should be developed enough to convey what you would have written in a comparable paper. More details will be discussed in class.
- *The response assignments should be turned in on Blackboard by 3:30pm on the date listed on the syllabus calendar.*

Use this as an opportunity to actively engage with the course material, and share your thoughts about the issues raised in class. You are welcome to be creative in your response, but the assignment length should be equivalent to a 2-3 page, double-spaced paper.

Argument Analysis Paper (125 points) and Letter to the Editor (35 points): In the first part of this assignment, you will write an argument analysis paper. Look at two recent editorials on the same topic in publications such as *The New York Times*, *The Los Angeles Times*, *The Washington Post*, etc. Consider the following questions:

- Do they agree with each other? Disagree?
- What sources of evidence do they use to advocate for their position?
- Do you find these editorials reliable in their reasoning?

You will have the opportunity to analyze these editorials for the purpose of refuting arguments or pointing out logical fallacies and weak evidence. You are welcome to use our course textbook and additional readings, but you should use supporting material from at least four (4) outside credible sources. Your paper should be 5-7 pages, double spaced, and use 12-point font.

After analyzing these editorials, the second half of this assignment entails writing a letter to the editor of a real publication. Your letter should focus on the same topic as those in the argument analysis paper, and you should practice the effective argumentation that you saw or would have liked to see in earlier

editorials. More details about the letter to the editor will be provided in class. Although you will be turning this in as an assignment, I strongly encourage you to send these letters in to the publications for which they are intended.

Presentation of Advocacy and Outline (150 points): This assignment will involve the following:

- Topic Approval: Select a topic that interests you and submit it in class for approval.
- Presentation: This 8-10 minute prepared speech should advocate the support of or change in a current attitude and/or social behavior. You will benefit from using the speech organization principles we discuss in class.
- Your presentation will be accompanied by an outline, which will be due on the day you present. You will utilize at least three (3) sources. Be sure to also include a Works Cited page that follows MLA or APA style (Again, choose one style, and keep it consistent for the assignment).
- More details will be provided in class.

Spontaneous Argumentation Project or SpAr (200 points): You and a partner will have the opportunity to practice advocacy in a unique debate forum. This project includes the following:

- Your team will choose a policy issue, and your team will submit the topic in class for approval.
- You and your partner will research the positions held and their lines of reasoning. You will consider the topic from all angles, including those with which you disagree. After having worked with your partner to collect data on the argumentative context, you should be prepared to take any side.
- On the day of your team's debate, you will be told which side of this issue for which you will advocate, and you will debate with your partner, who represents an opposing side. The key to this assignment is preparation and quick thinking, and we will build toward this skill throughout the semester.

We will be framing all speeches and debates in a professional environment, so you will gain practice in a skill that you will use in the future. You should plan to dress accordingly on your scheduled presentation day. How might you dress for a job interview? Basically, dress to impress! Speeches and debates are graded on substance, organization, language, and delivery. I am here to help you, and work in this class will be collaborative as much as possible. Unfortunately, missed speeches and debates cannot be made up, so it is important that you are here!

Final Exam (100 points): The final exam is based on the course readings, lecture material, and discussions in class. Because there is not a midterm exam, the final exam will be cumulative. Additional details will be provided in class.

In-Class Assignments (250 points): In-class assignments include but are not limited to the following:

- Group and/or pair exercises
- Problem-solving exercises
- Research scaffolding exercises
- Written responses to lecture content
- Impromptu speeches
- Extemporaneous and impromptu debates
- Creative collaborative assignments

These building block exercises we complete in class will be integral to your success and understanding of the practice of effective team-building. In-class assignments also refer to your engagement in class. Lectures, presentations, class discussions, and class exercises are not possible without you! There will be opportunities to complete in-class assignments if your time zone does not permit synchronous completion of in-class assignments.

Please be punctual. If you are late, please be careful to mute your microphone as soon as you login, so you don't interrupt the in-progress activities. Furthermore, you should be willing to offer constructive feedback and receive it. Respect everyone in class and be willing to listen to a side of an argument with which you might not agree. See the class policies for more information on in-class conduct.

V. Grading

Breakdown of Grade:

Pts. Possible	Assignment	My Grade
140 points	Response Papers (4 papers at 35 points each)	
125 points	Argument Analysis Paper	
35 points	Letter to the Editor	
150 points	Presentation of Advocacy and Outline	
200 points	Spontaneous Argumentation Project	
100 points	Final Exam	
250 points	In-Class Assignments	
1000 points	Total Possible Points	_____/1000

We will use the +/- system, and course grades will be determined using the following scale:

Earned Points	Percentage (%)	Grade	Earned Points	Percentage (%)	Grade
940-1000	94-100%	A	740-769.99	74-76.99%	C
900-939.99	90-93.99%	A-	700-739.99	70-73.99%	C-
870-899.99	87-89.99%	B+	670-699.99	67-69.99%	D+
840-869.99	84-86.99%	B	640-669.99	64-66.99%	D
800-839.99	80-83.99%	B-	600-639.99	60-63.99%	D-
770-799.99	77-79.99%	C+	0-599.99	0-59.99%	F

Each assignment will have their own rubric, which will explain assessment in more detail how grades are calculated. In general, grades will generally reflect the following:

Grades	Quality of Assignment
A/A-	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B+/B/B-	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C+/C/C-	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D+/D/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.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes: I make a sincere effort to grade your assignments expediently. 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.

You are responsible for notifying me, the instructor, within one (1) week of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify me of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

VI. Course Policies and Norms

Before I share what is expected of you, let me first share how I see my role. My goal is to help you reach your potential and fully realize your own humanity. Part of that realization also includes the acknowledgement of other people's agency. I want you to learn how to better communicate with other people and empathize with different positions than your own. I know these are lofty goals, but I see this class as a piece of the ever-evolving puzzle that is your university experience. I am here to help you navigate it to the best of my ability.

I also consider it my responsibility, indeed higher education's responsibility, to guide you to mastery of the professionalism you need to get, keep, and excel in the jobs you seek. In my work within and outside of academia, I have seen many talented people passed up for promotions, and others who have lost their positions because they did not know what was needed to succeed. I don't want that to be you. My policies are meant to help you avoid ending up like those who did not know how to work with rigor, adhere to standards, and/or comply with job requirements. I want you to succeed, so please contact me if you need further clarification on course concepts, assignments, and/or policies.

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Due Dates

It is important that you keep up with the due dates, because we work together best when everyone is on the same page. Assignments are due on assigned days. Documented illnesses or emergencies are the only exception to this policy, and you will need to contact me *before* class begins whenever possible. Please bring documentation when applicable.

Speech and Debate Due Dates: The plan is to have speeches and debates conducted synchronously. When announced in class, you will have the opportunity to sign up for the dates you (or your team) will deliver speeches and debates based on the syllabus schedule. As a class, we will try to accommodate everyone's request, but it is not guaranteed. The schedule will be provided after the sign-up process is complete. If a speech or debate is not delivered when scheduled, the highest percentage one can earn is 50% (e.g., if a student misses the presentation of advocacy, which is normally worth 150 points, a maximum of 75 points can be earned for late delivery. Also, this example assumes we will have time in class for make ups, which is not always possible).

Late Written Assignments: Assigned papers not turned in on the day due will be given one grade lower than the one deserved for each day the paper is late (for example, a "B" for an "A" quality paper if the paper is one day late, a "C" for an "A" quality paper if it is two days late). If you submit a written assignment late, you will have to email it to me. Blackboard will not accept late assignments.

Missing an Exam: The final exam will be open for a long window of time, which will be announced in advance. You will have the opportunity to plan ahead and determine the right time for you to take the exam within its respective window. The final exam needs to be completed during the timeframe in which it is scheduled, and it cannot be made up. The final exam must also be completed in one sitting. In other words, when you start the final exam, you should be prepared to finish it. Make sure that your internet connection is stable before beginning the exam. Please reach out to me in advance of taking the final exam if you have any questions about logistics, so you can avoid the worst-case scenario of missing the exam.

Attendance and Participation

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. If you are in a time zone that will prevent you from attending class synchronously, please contact me as soon as possible: jjkirsch@usc.edu

Your religious practices are supported and honored. If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible for discussing this matter with me, your instructor, as soon as possible, and no later than the second week of classes. For the University Office of Religious Life policy regarding religious observations, see: <https://orl.usc.edu/life/calendar/absences/> Accommodations will be made for such circumstances in accordance with University policies and guidelines.

If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps as soon as possible:

- First, contact the Academic Counseling Services (ACS) and Disability Services and Programs (DSP) and arrange to meet with an ACS and DSP counselor, who will help you determine whether your condition qualifies you for accommodations and to complete a form describing the approved accommodations.
- Second, you should inform your instructor of your need for accommodation, and provide the Instructor with a copy of the completed accommodation form.

You are expected to complete these steps within the first two weeks of class or as soon as possible after learning of the need for accommodation, unless legitimate circumstances prevent you from doing so. Please contact an ACS and DSP counselor as soon as possible with any questions. For university policies regarding students with accommodations, please see: <https://undergrad.usc.edu/services/counseling/> and <https://dsp.usc.edu>

Participation is part of your grade, but it is measured through in-class assignments. These assignments may be completed synchronously or asynchronously. 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.

Courtesy to Others and Netiquette

If you should happen to be late on a speech or debate day, please mute your microphone as soon as possible. Any disruption can make it challenging for presenters to continue. Public speaking in general can create a lot of anxiety for people, and the online classroom must remain a safe place for everyone. 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.

Here are some additional ways that we can support each other:

- Camera on Zoom: Although you are not obligated to turn your camera on, I highly recommend it.
- Please wear appropriate clothing.

- Please keep your microphone on mute during class on Zoom, except when you're asked to unmute for discussion or questions.
- Please use appropriate virtual backgrounds.
- Raise your virtual hand when you have a question or comment.
- Use the chat, and feel free to message me directly during class. I will check the chat as often as I can.
- Be focused on the class content, and don't distract yourself with social media, online shopping, etc. during synchronous class meetings.
- Active breaks: We will take active breaks when and if needed.
- Need help during breakout room time? Click ask for help, so I can come into your room.

Developing netiquette norms is an ever-evolving process, so we will add to this list as a collective. As the netiquette list grows, an update will be provided on Blackboard for your reference. Have you thought of more netiquette items to add? If so, please email me at any point in the semester: jjkirsch@usc.edu

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.

Guest Speakers

Whenever possible, I have a guest visit our class. Guest speakers take time out of their schedules to come speak with you on important topics related to this class. Please focus on the guest speaker when they are present. Ask them questions and participate in discussion, which will count toward your in-class assignments grade.

Gender Pronouns and Language Use

I want to use the correct gender pronouns, nicknames, and pronunciations for every student. To ensure we do, please provide this information as soon as possible, and do not hesitate to correct me or each other so we all address each other in ways that match our identities.

Please use gender-neutral language in your speaking and writing. Because the language we speak and write leads us to perceive in certain ways, gender-neutral language will help all of us perceive women and men on equal terms, participating equally in the world. For example, use *he or she* instead of *he* when the person to whom you are referring could be of either sex. If it is grammatically correct, use *one* in reference to a general pronoun. Similarly, use *people* or *humanity* or *individuals* instead of *man* or *mankind*, *you* or *you people* instead of *you guys*, and *chair* or *sales representative* instead of *chairman* or *salesman*. If you need more clarification on this policy, please ask me! Here is a syllabus treat: If you see this message on or before August 31, 2020, send me an email listing the title of your favorite book and the author who wrote it. If you do this by the deadline, you will receive 5 extra credit points.

Grade Calculations

See grading breakdown in the earlier section on grading. More details about grade calculations are provided below.

If a student's final grade is on the cusp between one grade and another, I reserve the right to adjust grades up based on participation in class. For example, students with a final grade of 89.99% may be given an A- if they have made a significant contribution in class activities and discussions. However, if that is not the case, the grade will remain as is. I will never lower a student's grade below what he/she/they have

earned. To protect your privacy, please note that I will not send grades or grade-specific information via email. Grades and feedback will be available on Blackboard.

If you have a problem or question about performance on an assignment, you must contact me within a week of receiving your grade. I give you a great deal of feedback on your assignments, so please review these comments before attempting to dispute a grade. If you are disputing a grade for an assignment, you must reference the assignment guidelines I have provided, and put your concerns in writing. Consider also these questions:

- Was your assignment submitted on time?
- Did you follow the directions of the assignment?
- 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 to make the paper appear longer than it really is?
- Did you practice your speech? If the work was an oral assignment, did you complete the speech within the allotted time limit? Did you read your speech as opposed to presenting it?
- Did you credit your sources? Are your references properly formatted?
- Did you wait until the last minute to complete the assignment?
- If you are missing in-class assignment points, were you absent the day of the classroom activity? If you are in a time zone where synchronous attendance is not reasonable according to USC standards, did you complete the alternative assignment?

Again, please come see me within a week of receiving feedback on an assignment if you have questions about how it was evaluated. I am more than happy to meet with you to discuss ways you can improve.

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 you have produced the work for these assignments entirely by yourself, and this work has not been previously produced by you for submission in another course, without the approval of the instructor.

Sources *must* be cited properly. MLA or APA are acceptable citation formats for this class, but if you would prefer another style, please notify me in advance. Also, if you are unclear about proper citation, please ask. It is better to ask than to assume, especially in this case.

Emergency Preparedness, Course Continuity in a Crisis, and Going back to Campus

Although our class is scheduled to be fully online this semester, the information below will be useful to you if you have other classes scheduled for hybrid delivery.

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.

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 (<https://coronavirus.usc.edu/students/>). Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

VII. 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.

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.

VIII. COMM 322 Argumentation and Advocacy Fall 2020 Course Schedule

Readings marked with an asterisk (*) are available on Blackboard.

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. You should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.

Week	Date	In-Class Activities and Topics	Required Reading	Assignments Due
1	Mon., Aug. 17	Course Introduction		
	Wed., Aug. 19	Defining Argument and Argumentative Positions	<i>Message Framing, Normative Advocacy and Persuasive Success</i> , Corner & Hahn;* <i>For Argument's Sake (Video)</i> , Cohen*	
2	Mon., Aug. 24	Argumentation as Symbolic Activity	Hollihan & Baaske, Chapter 1	
	Wed., Aug. 26	Foundations of an Argument	Hollihan & Baaske, Chapter 2	Submit Pres. of Advocacy Topic for Approval
3	Mon., Aug. 31	Knowing Your Audience	Hollihan & Baaske, Chapter 3	Response Assignment 1 Due
	Wed., Sept. 2	Language of Argument	Hollihan & Baaske, Chapter 4	
4	Mon., Sept. 7	<i>Labor Day (No Class)</i>		
	Wed., Sept. 9	Propositions and Critical Thinking	Hollihan & Baaske, Chapter 5	
5	Mon., Sept. 14	Types of Arguments	Hollihan & Baaske, Chapter 6	
	Wed., Sept. 16	Presentations of Advocacy	<i>Advocacy Strategies for Health Communication</i> , Servaes & Malikhao*	Advocacy Outline Due (For those speaking today)
6	Mon., Sept. 21	Presentations of Advocacy	<i>Celebrities, Credibility, and Complementary Frames</i> , Friedlander & Riedy*	Advocacy Outline Due (For those speaking today)
	Wed., Sept. 23	Presentations of Advocacy	<i>Gender Violence, Fan Activism and Public Relations in Sport</i> , Dimitrov*	Advocacy Outline Due (For those speaking today)
7	Mon., Sept. 28	Research and Evidence	Hollihan & Baaske, Chapter 8	Response Assignment 2 Due
	Wed., Sept. 30	Grounds for Argument	Hollihan & Baaske, Chapter 7	
8	Mon., Oct. 5	The Refutation Process	Hollihan & Baaske, Chapter 9	Form SpAr Teams
	Wed., Oct. 7	Visual Arguments	Hollihan & Baaske, Chapter 10	
9	Mon., Oct. 12	Fallacies	<i>Kimmel on Climate: Disentangling the Emotional Ingredients of a Satirical Monologue</i> , Skurka, et al.*	Submit SpAr Topic for Approval
	Wed., Oct. 14	Fallacies	<i>Jamieson Offers New Name for Fake News: 'Viral Deception' or VD</i> , APFC*	Response Assignment 3 Due

Week	Date	In-Class Activities and Topics	Required Reading	Assignments Due
10	Mon., Oct. 19	Types of Academic Debating	Hollihan & Baaske, Chapter 11	
	Wed., Oct. 21	Strategic Debate Planning	Hollihan & Baaske, Chapter 12	Argument Analysis Paper Due
11	Mon., Oct. 26	Argumentation and Politics	Hollihan & Baaske, Chapter 13	
	Wed., Oct. 28	Legal Argumentation	Hollihan & Baaske, Chapter 14	Response Assignment 4 Due
12	Mon., Nov. 2	Corporate Argumentation	Hollihan & Baaske, Chapter 15	Draft of SpAr Notes Due
	Wed., Nov. 4	Interpersonal Relationships	Hollihan & Baaske, Chapter 16	Letter to the Editor Due
13	Mon., Nov. 9	SpAr Debates		Final Version of SpAr Notes Due (For those presenting today)
	Wed., Nov. 11	SpAr Debates		Final Version of SpAr Notes Due (For those presenting today)
Study Days	Saturday, November 14 – Monday, November 16			
Finals Week	Mon., Nov. 23	Although we have a scheduled date for a final exam (November 23 from 2:00-4:00pm), you will have a longer window of time to complete the exam. These details will be announced in advance.		

Readings marked with an asterisk () are available on Blackboard.*