



COMM 322: Argumentation & Advocacy 4 Units

**Spring 2020 – Mon/Weds –
10:00-11:50am, 12:00-1:50pm, 2:00-3:20pm
Sections:** 20511R, 20512R, 20513R
Location: ANN 305

Instructor: Carlos Godoy PhD, Esq.
Office: ASC 333
Virtual Office Hours: Mon/Weds 3:30-5:30 by
Appt.
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Telephone: 909-576-1884

Course Description

Basic argumentation theory including analysis. Research and evidence, case construction, refutation; discursive and visual argument; diverse fields of advocacy including law, politics, organizations, interpersonal relations. Argumentation is a process of give-and-take. While the process of arguing involves disagreement, it need not—and should not—be disagreeable. Being a good arguer is not synonymous with being argumentative or quarrelsome. On the contrary, an effective arguer is open-minded, a good listener, respectful of the opinions of others, and able to fashion arguments in a way that others will find reasonable. Thus, it is very important that you be present and prepared to participate appropriately in each class not only as an advocate but also as an audience. The best policy is to always **T.H.I.N.K.** before you speak by ensuring that your comment is: **T**houghtful, **H**elpful, **I**nteresting, **N**ecessary, **K**ind.

Debate Topic:

This semester, we will be researching and debating a current hot issue: The Pandemic

Example Resolutions:

“Resolution: Private citizens should be allowed to file court claims for damages to hold news outlets responsible for spreading false information regarding the pandemic.

Resolution: The Federal Government should extend the stimulus package to include college students.

Resolution: The Federal Government should punish those who intentionally cover up their symptoms.

Student Learning Outcomes

To understand the history and evolution of argumentation theories
To develop your ability to critically analyze and evaluate the arguments of others
To develop your ability to construct and present sound arguments
To understand the nature, functions, forms and contexts of argumentation as a communication event

Course Notes

There is a course website at blackboard.usc.edu. All students enrolled in this course have access to the website through their USC username and password. This website is an official place for posting information relevant to the class, such as announcements, assignments, grades, lecture materials, and so on.

Other readings as assigned

Readings are assigned to enhance our understanding of argumentation theory and practice as well as to stimulate class discussion. All readings are **required** unless indicated otherwise. Readings will come primarily from the textbook. In some cases supplementary readings will be distributed via Blackboard or in class as handouts. Readings should be completed *before class* on the day assigned, and I expect you to bring your book and/or article(s) to *every* class session. Lectures will not cover all portions of the assigned readings and may cover additional materials not in the assigned readings; nonetheless, you are responsible for *all* materials, both in the readings and from lectures.

- **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.

- **Participation**

Participation is part of your grade. 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. 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.

- **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**.

Description and Assessment of Assignments:

1 Minute Speech Assignment: Present your best argument on climate change (Pro or Con) using the TOULMIN MODEL This means that you make a clear claim/s, support the claim/s with high quality evidence and reasons; have a warrant or warrants that link the grounds (evidence reasons) to the claim/s, provide backing for the warrant, identify the most significant exceptions (rebuttal) to your claim/s, and assign a qualifier to your claim with justification. Main Criteria for Evaluation: How well you incorporate the Toulmin Model into your argument & your accuracy in labeling the elements of the Toulmin Model. You will read your speech and hand in the speech with each element of the Toulmin method identified (e.g. labeled). Time Limit: 1 minute (45 second leeway without penalty).

Presidential Debate Analysis: This election season, there will be three Presidential debates and one Vice-Presidential debate. Type your answers to the following questions about one of the two presidential debates you watched and turn it in on the day of the Midterm. 1. Describe the format of the debate you watched. (Role of moderator, time limits, rebuttal, setting, topics, etc.) [5 points] 2. List one question that you found most relevant to the election. [5 points] Summarize each candidate's response. [10pts] 3. Critique each candidate's debating skills, as displayed during this debate. Make note of tone, gestures, other para-verbals, etc. that the candidate displays throughout the debate. [30 points] 4. If you were a debate coach what would you recommend each candidate do to improve their performance on the next round? [30 points] 5. In your opinion, who won the debate? Why? [20 points]

Midterm Exam: Comprehensive format/Matching/Multiple Choice/Fill-In/Short Answer/Short Essay

In-Class Debates: You will debate Pro against one team and then you will have second debate where you will debate Con. Teams consist of pairs of two students. This is a competitive format and evaluations are based on multiple criteria that the entire class evaluates per round. Your standing is based on these real-world evaluations. I give medals to the top 3 scoring teams. Your individual grades are based both on your overall ranking and on my assessment of your improvement from round to round.

Final Exam: Because you are an expert in the field of Communication you have been hired as a consultant for a major political party. The candidate's team wants advice on how to coach their candidate to be more appealing both in terms of his/her personal presentation skills and with regard to the content of his/her campaign rhetoric.

You have been sent the following clips: The first shows the candidate debating. The second shows the candidate giving a speech

- 1) You should critique the candidate's debating skills, as displayed during the debate. Make note of tone, statements, gestures, other non-verbals, etc... that the candidate displays. What would you recommend the candidate do to improve for the next debate? (50% of grade)
- 2) Critique the candidate's speech. How would you describe the candidate's rhetorical strategy (e.g., Dramatism, Narrative Paradigm, Aristotelian)? Is this strategy effective for the audience it is intended for? Why or why not? Is the content of the speech effective? What would you recommend the candidate add or take out to make the speech more persuasive? (50% of grade)

You have 48 hours to complete the exam. The exam must be a minimum of 3 pages double spaced 12pt font and a maximum of 6 pages. You will be graded on how well you synthesize and apply the information you learned throughout the semester in Argumentation & Advocacy.

Grading

Participation 5%

One Minute Speech Assignment 5%

Presidential Debate Analysis 5%

Midterm Exam 35%

Two In-Class Debates 15%

Final Exam 35%

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

Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: 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

Assignments will be graded and posted within 2 weeks. All assignments are due on the dates specified. Assignments will be submitted by Dropbox or via email, as specified.

Required Readings and Supplementary Materials

Readings:

Thomas A. Hollihan and Kevin T. Baaske, *Arguments and Arguing: The Products and Process of Human Decision Making*. (3rd ed.; Waveland Press, 2016) [REQUIRED]

Los Angeles Times, daily [RECOMMENDED]

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

Add/Drop Dates for Session 060 (15 weeks: 8/17/20 – 11/25/20)

Aug. 21	Last day to register and settle without late fee for Session 001
Aug. 17	Fall semester classes begin in Session 001
Aug. 17-21	Late registration and change of schedule for Session 001
Sept. 4	Deadline for purchasing or showing proof of health insurance
Sept. 4	Last day to register and add classes for Session 001
Sept. 4	Last day to change enrollment option to Pass/No Pass or Audit for Session 001
Sept. 4	Last day to drop a class and receive a refund to avoid a mark of "W" on student record and STARS report
Sept. 4	Last day to purchase or waive tuition refund insurance for fall
Sept. 7	Labor Day, university holiday
	Last day to drop a course without a mark of "W" on the transcript only.
	Mark of "W" will still appear on student record and STARS report and tuition charges still apply.
Oct. 2	*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.
Oct. 2	Last day to change a Pass/No Pass course to letter grade
Nov. 6	Last day to drop a class with a mark of "W" for Session 001
	For thesis/dissertation manuscript submission deadline, see graduateschool.usc.edu/current-students/thesis-dissertation-submission/submission-deadlines/
Nov. 13	Fall semester classes end
Nov. 14-16	Study days
Nov. 17-24	Final examinations
Nov. 25-	
Jan. 10, 2021	Winter recess

Course Schedule: Weekly Breakdown

Aug 17: Introductions: Course, Instructor, and Students. Communication as a tool to persuade and prevent conflict. The Nature of Human Nature, Desert Survival Group Cooperation Exercise, Rokeach Value Survey: Why values matter

Aug 19: Democratic Convention Analysis (Monday August 17th; Speakers Amy Klobuchar Bernie Sanders, Michelle Obama <https://www.demconvention.com/schedule-and-speakers/> Rhetorical Approaches: Aristotle (E.M. Griffin, Chapter 21 Blackboard Reading; Hollihan, Chapter 1) MLK I Have a Dream Speech Analysis -Aristotle

Aug 24: Democratic Convention Analysis (Wed August 19th and Thurs. August 20th Speakers Elizabeth Warren, Kamala Harris, Barak Obama, Pete Buttigieg, Joe Biden) <https://www.demconvention.com/schedule-and-speakers/>

Aug 26: Republican Convention Analysis (Mon Aug 24th, Speaker line up yet to be determined) <https://www.2020gopconvention.com/> Rhetorical Approaches: Burke (E.M. Griffin, Chapter 22 Blackboard Reading; Hollihan, Chapter 4) Malcolm X Bullet or the Ballot speech analysis - Burke

Aug 31: Republican Convention Analysis (Tues August 25-27th , Speaker line up yet to be determined); Rhetorical Approaches: Fisher's The Narrative Paradigm (E.M. Griffin, Chapter 23 Blackboard Reading; Hollihan Chapter 2) Three Little Pigs

Sept 2: Advocacy: Obama/Putin Syrian Intervention speech analysis from the perspective of Fisher, Aristotle, & Burke, Republican Presidential Primary Debate Analysis: The Trump Factor

Sept 7: NO CLASS -LABOR DAY University Holiday

Sept 9: Interpersonal Debate Exercises: Hot Air Balloon Debates, If I Ruled the World, and I Couldn't Disagree More

Sept 14: How best to persuade someone (Cialdini-Influence Blackboard Readings)

Sept 16: Persuasive Message Construction and Presentation Strategies continued....

Sept 21: Toulmin Method & Types of Argument (Hollihan, Chapter 3, Chapter 6) (Toulmin Exercise Handout) The Grounds of Argument. READ: **Chapter 7**; VIEW: **"An Inconvenient Truth"** *Global warming Speech Assignment (data collection/warrants/claims/grounds) Building an argument. One Minute Global Warming Speech Assignment*

Sept 23: Inconvenient Truth & Cool-IT Film continued

Sept 28: Persuasion How best to persuade someone (Cialdini-Influence Blackboard Reading)

Sept 30: Persuasion continued. **First Presidential Debate Analysis –Clinton vs. Trump**

compared to **First Presidential Debate Analysis (Case Western Reserve September 29th Biden vs. Trump)**

Oct 5: One Minute Speeches read aloud; State of the Union Analysis -Obama, State of the Union Analysis -Trump State of the Union; persuasion strategies/comparisons

Oct 7: Pandemic Debate Issues/Strategizing. Team Formation -Topic Resolution Finalized; Team Assignment/Scheduling

Oct 12: **Vice Presidential Debate Analysis (October 7th, University of Utah; Pence vs. Harris)**; Affirmative & Negative Brief Construction

Oct 14:; **Affirmative & Negative Brief Finalization**

Oct 19: Second Presidential Debate Analysis- (October 15th Adrienne Arsht Center for the Performing Arts. Biden vs. Trump); *Midterm Review & Study Guide Handout*

Oct 26: **Third Presidential Debate Analysis (Oct 22nd Belmont University Trump vs. Biden)** Political & Public Policy Argumentation (Hollihan, Chapter 5 & Chapter 10); **Midterm Exam handed out**

Oct 28: The Great Debaters Film

Nov 2: The Great Debaters Film Continued; **Presidential Debate reaction paper evaluations of the candidate performances due; Midterm Due Back**; Debates begin (note: some debates may need to be held asynchronously)

Nov 4: Post Election Day Discussion; Debates continued

Nov 9: Debates continued

Nov 11: Debates continued; Last Day of Class;
Teammate Assessments Due; Final Debate Policy Briefs Due

Study Days Nov 14-Nov 16

Nov 17-24 Final Examinations

Final Exams November 17-24, 2020

Final Exam Schedule:

Class Section 10AM Mon/Weds – Final Exam Mon Nov 23rd 8-10am

Class Section 12PM Mon/Weds – Final Exam Fri Nov 20th 11-1pm

Class Section 2PM Mon/Weds – Final Exam Fri Nov 20th 2-4pm

Communication

If you would rather not do a Zoom office hour appt, please email or call me to let me know if you are having any issues or need clarification on anything. I am very understanding, helpful and kind.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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.

b. 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 and 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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

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 Support and Advocacy - (213) 821-4710

uscsa.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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

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.

About Your Instructor: Carlos Godoy earned his J.D. from UC Berkeley in 1998 and his Ph.D. from USC Annenberg in 2007. His primary research focuses on the role that virtual environments may play in diagnosing and changing real-life decision-making and behavior. He has served as a public policy consultant for the Institute of Medicine assessing the state of science on the health status of LGBT populations. Specifically, Professor Godoy examined the impact of the internet on the health of LGBT people; the opportunities that new technology provides to conduct innovative research with LGBT populations, including hard to reach subgroups; the utilization of electronic health records to assure that health systems can track outcomes for populations at risk for unequal treatment; and the use of internet technology for primary, secondary and tertiary prevention and management of chronic disease among LGBT populations. Prior to joining USC Annenberg he worked as an assistant professor of communication at Rensselaer Polytechnic Institute and as a civil litigation attorney.

Publications

Lynn C. Miller, Sonia Jawaid Shaikh, David C. Jeong, Liyuan Wang, Traci K. Gillig, Carlos G. Godoy, Paul R. Appleby, Charisse L. Corsbie-Massay, Stacy Marsella, John L. Christensen & Stephen J. Read (2019) Causal Inference in Generalizable Environments: Systematic Representative Design, *Psychological Inquiry*, 30:4, 173-202, DOI: [10.1080/1047840X.2019.1693866](https://doi.org/10.1080/1047840X.2019.1693866)

Smith, B.J., Xue, F., Droutman, V., Barkley-Levenson, E., Melrose, A.J., Miller, L. C., Monterosso, J.R., Bechara, A., Appleby, P.R., Christensen, J.L., Godoy, C. G., Read, S.J. (2018) Social Cognitive and Affective Neuroscience. Virtually ‘in the heat of the moment’: Insula activation in safe sex negotiation among risky men. Volume 13, Issue 1, 1 January 2018, Pages 80–91, <https://doi.org/10.1093/scan/nsx137>

Corsbie Massay, C., Miller, L.C., Appleby, P.R., Christensen, J.L., Godoy, C.G., & Read, S.J. *Identity and Sexual Risk for Black and Latino YMWM*. (2016) *AIDS and Behavior*.

Miller, L.C., Christensen, J.L., Appleby, P.R., Read, S.J., Marsella, S., Corsbie-Massay, C., Godoy, C.G., Anderson, J., Jeong, D., Park, M. (2014) *Socially Optimized Learning in Virtual Environments (SOLVE): Developing, Evaluating, and Disseminating A Game HIV Prevention Intervention Nationally Over the Web*. *Journal of Mobile Technology in Medicine*. 3:1S:4.

Godoy, C.G., Miller., L.C., Corsbie-Massay, C., Christensen, J.L., , & Read, S.J., Si, M. (2013). *Virtual Validity, mHealth simulation games, diagnostic indicators and behavior change*. *Journal of Mobile Technology in Medicine*. 2:4S:17.

Godoy, C.G., Miller., L.C., Christensen, J.L., Appleby, P.R., Corsbie-Massay, C., & Read, S.J. (2013). *Results of an online HIV prevention randomized control*. *Annals of Behavioral Medicine* Volume 39, Issue 2.

Christensen, J.L., Miller, L.C., Appleby, P.R., Corsbie-Massay, C., Godoy, C.G., Marsella, S.C., Read, S.J. (2013). *Reducing shame in a game that predicts HIV risk reduction for young adult men who have sex with men: a randomized trial delivered nationally over the web*. *Journal of the International AIDS Society*. Vol. 16. Issue 3.

Miller, L.C., Appleby, R. P., Christensen, J.L., Godoy, C., Corsbie-Massay, C., Read, S. J., Marsella, S., & Si, M.. (2011) *Virtual agents and virtual sexual decision-making: Interventions for on-line applications that change real-life risky sexual choices*. In S. Noar & Harrington, N. (Eds.) *Interactive Health*

Communication Technologies: Promising Strategies for Health Behavior Change. Mahwah NJ: Lawrence Erlbaum Associates)

Godoy, C.G. (2010) *Using Virtual Environments to Unobtrusively Measure Risk-Taking: Findings and Implications for Health Communication Interventions*. VDM Verlag Muller.

Miller, L.C., Christenson, J.L., Godoy, C.G., Appleby, P.R., Corsbie-Massay, C., & Read, S.J. (2009). *Reducing Risky Decision-Making in the Virtual and in the Real World: Serious Games, Intelligent Agents, and a SOLVE approach*. In U. Ritterfield, M. Cody, P. Vorderer (Eds.) *Serious Games: Mechanisms and Effects*. Routledge/LEA Press.

Godoy, C.G., Christensen, J.L., Miller, L.C., Appleby, P.R., Corsbie-Massay, C., & Read, S.J. (2008). *Guilty Pleasures: Using Virtual Environments to Reduce Risk-Taking*. *Annals of Behavioral Medicine*, 35, s63.

Godoy, C.G., Appleby, P.R., Miller, L.C., Christenson, J.L., Read, S.J., & Corsbie-Massay, C. (2008). *Been There, Done That: Virtual Risk-Taking and the Theory of Planned Behavior*. *Annals of Behavioral Medicine*, 35, s63.

Appleby, P.R., Godoy, C., Miller, L.C., & Read, S. J. (2007). *Increasing healthy behavior through the use of interactive video technology*. In T. Edgar, S. M. Noar, V.S. Freimuth (Eds.). *Communication perspectives for HIV/AIDS in the 21st century*. Mahwah, NJ: Lawrence Erlbaum Associates.

WELCOME TO THE CLASS!