Basic Course Information

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring 2018</th>
<th>Instructor Name</th>
<th>Sabrina Worsham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title &amp; #</td>
<td>COMM 180: Arg &amp; Debate</td>
<td>Email</td>
<td><a href="mailto:sabrina.worsham@imperial.edu">sabrina.worsham@imperial.edu</a></td>
</tr>
<tr>
<td>CRN #</td>
<td>21091</td>
<td><a href="mailto:sabrinaworsham@gmail.com">sabrinaworsham@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Room</td>
<td>315</td>
<td>Office</td>
<td>316</td>
</tr>
<tr>
<td>Class Dates</td>
<td>2/15/18-6/7/18</td>
<td>Office Hours</td>
<td>T: 5:30 PM- 6:30 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W: 5:10 PM- 6:30 PM</td>
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<td></td>
<td></td>
<td></td>
<td>Th: 12:50 PM – 1:50 PM</td>
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<td></td>
<td></td>
<td>F: 7:30- AM – 8:00 AM (Virtual via Facebook and email) &amp; By apt.</td>
</tr>
<tr>
<td>Class Days</td>
<td>Thursday</td>
<td>Office Phone #</td>
<td>(760) 355-6369</td>
</tr>
<tr>
<td>Class Times</td>
<td>2:00 PM – 5:10 PM</td>
<td>Office contact for emergencies</td>
<td>760-355-6337</td>
</tr>
<tr>
<td>Units</td>
<td>3 unit course</td>
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Course Description

“An introduction to debate, with emphasis on the creation and refutation of arguments concerning current social, political, and legal issues. (CSU,UC),” IVC

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Write out a case for an argumentative debate. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Write and submit five properly-worded debate propositions (ILO1, ILO2, ILO3, ILO4, ILO5)
3. Use logos to support their arguments during the debate process. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives

“1. Create, critique, and refute arguments.
2. Identify fallacious argumentation.
3. Be familiar with the most commonly debated topics (i.e. gun control, capital punishment, legalization of prostitution, animal rights, euthanasia, etc.) and the arguments that are typically made in these debates.
4. Participate in formal classroom debates.
5. Understand the responsibilities of the proposition vs. opposition as well as the role of each speaker on the proposition and opposition teams,” IVC

Textbook & Additional Materials


Three additional parliamentary packets that will be provided on Canvas or via email.
In-Class Debates: Parliamentary style debates. These debates involve topic announcement, prep time, and a full debate. Times will increase as the semester continues. You will debate with a variety of partners. You will also learn to judge debates and will judge throughout the semester.

In-Class Activities: These activities are done in class and help teach the basics of argument construction and debate. These activities CANNOT be made up outside of the scheduled class time.

Exams: The exams are broken into two parts. The first exam is on the textbook and basic argument construction. The second exam focuses on Parliamentary Debate. The exams will be a mix of fill-in-the-blank, short answer, essay, and application questions. The exams cover the required readings and in-class lectures.

Debate Flow: Flow a U.S. Collegiate parliamentary debate (45 min-1 hour). Flows are to be done by hand and are due at the BEGINNING of class on the day assigned.

Reader's Notes: 1 page of handwritten notes per chapter in the textbook. These notes are due at the BEGINNING of class on the day assigned. You should identify key terms, write any questions, connect to personal understanding, etc.

Assignments: It is your responsibility to complete all assignments in a timely matter and submit them via the appropriate channels (in person or electronically, depending on the assignment). In general, NO late work will be accepted, even with documentation,” SW.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement,” IVC

Course Grading Based on Course Objectives

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Activities</td>
<td>180</td>
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<tr>
<td>Reader's Notes</td>
<td>150</td>
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<td>Exams</td>
<td>260</td>
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<tr>
<td>Debates</td>
<td>150</td>
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<tr>
<td>Flows</td>
<td>140</td>
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<tr>
<td>Preps</td>
<td>100</td>
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<tr>
<td>Final Paper</td>
<td>20</td>
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<tr>
<td><strong>Total Possible</strong></td>
<td><strong>1000</strong></td>
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A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 599<
**Attendance**

- “A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences,” IVC

- “Documentation MUST be provided and arrangements made ahead of time. An excused absence does NOT excuse the work done and activities missed,” SW

“This is a skills based class and EVERY class is crucial. In class activities and assignments CANNOT be made up. On-time attendance is necessary for the successful completion of the class. If you must miss class for a verifiable emergency, please secure documentation. AGAIN, please remember that in-class activities and debates cannot be made up. Do not miss my class.* SW

**REMINDER:** scheduled doctor's appointments, scheduled dentist appointments, school appointments, job interviews, work meetings/etc... are NOT urgent situations. You know your school schedule. Please plan accordingly. Be in class and be prepared.

**Classroom Etiquette**

“Timeliness: Arrive in enough time to be settled, signed in, and ready to go when class begins. Being late is rude, disruptive, and anxiety-inducing for many. Additionally, missing class hurts you and your peers. Be here, be ready, let's learn and create a positive community.

Language: In an effort to create and maintain a critical, comfortable and equitable environment for everyone, any language that is racist, sexist, homophobic, or that discriminates against any person or group will be discussed in the classroom. Any such language in any speech, assignment, or classroom discussion may result in a failing grade for that speech or assignment and the occurrence will be documented in case any further disciplinary actions are warranted,” SW

Recording lectures/Social Media: DO NOT record my lectures and/or take my picture for use on the internet. DO NOT use social media during my classes.

Sign-In sheets/names on assignments: A sign-in sheet is completed at the beginning of class EVERY class period. It is YOUR responsibility to get on the sign-in sheet. All assignments must be labeled your FIRST and LAST name, as well as the CRN. Lack of sign-in sheet and/or name will result in a “0” for that assignment/activity.

- “Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- **Disruptive Students**: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

- **Children in the classroom**: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children,” IVC

<table>
<thead>
<tr>
<th>Academic Honesty</th>
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<tbody>
<tr>
<td>“Plagiarism is to take and present as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly ‘cite a source’, you must ask for help.</td>
</tr>
<tr>
<td><strong>Cheating</strong> is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.</td>
</tr>
</tbody>
</table>

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service,” IVC

<table>
<thead>
<tr>
<th>Additional Help – Discretionary Section and Language</th>
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<tbody>
<tr>
<td><strong>Learning Labs</strong>: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading &amp; Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program</td>
</tr>
<tr>
<td><strong>Library Services</strong>: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources,” IVC</td>
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<table>
<thead>
<tr>
<th>Disabled Student Programs and Services (DSPS)</th>
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<tbody>
<tr>
<td>“Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&amp;S) office as soon as possible. The DSP&amp;S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations,” IVC</td>
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<thead>
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<th>Student Counseling and Health Services</th>
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<tr>
<td>“Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a full time mental health counselor. For information see <a href="http://www.imperial.edu/students/student-health-center/">http://www.imperial.edu/students/student-health-center/</a>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310,” IVC</td>
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<table>
<thead>
<tr>
<th>Student Rights and Responsibilities</th>
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<tbody>
<tr>
<td>“Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at <a href="http://www.imperial.edu/index.php?option=com_docman&amp;task=doc_download&amp;gid=4516&amp;Itemid=762,%E2%80%9D">http://www.imperial.edu/index.php?option=com_docman&amp;task=doc_download&amp;gid=4516&amp;Itemid=762,”</a> IVC</td>
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<tr>
<th>Information Literacy</th>
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<tbody>
<tr>
<td>“Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <a href="http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/,%E2%80%9D">http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/,”</a> IVC</td>
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## Anticipated Class Schedule / Calendar

***Tentative, subject to change without prior notice***

<table>
<thead>
<tr>
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<tr>
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<td>2/22</td>
<td>RN 1-5</td>
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<tr>
<td>2/22</td>
<td>ICA 2</td>
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<td>3/1</td>
<td>RN 6-10</td>
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<td>3/15</td>
<td>RN 11-15</td>
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</table>
Exam One Study Guide

Chapter 2* Fighting vs. Arguing
Mood, mind, willingness to do (22-24)

Chapter 2* Concession or agreement as an argument
Appeal to authority
Cicero-emotions, opinions, act
Ask for the “right” amount of change

Chapter 3* Core Issues: Blame, Value, Choice
Past, present, future
Extreme choice as rhetorical trick
Anticipating objections
Choices and what ifs
Probabilities
Rule # 1: Never debate the un-debatable
Control the clock, control the tense

Chapter 4* Ethos, Pathos, Logos, Decorum
Flipside
Sympathize with the audience

Chapter 5* Decorum: Dress, language
Audience’s rules

Chapter 6* Audience: receptive, attentive, like and trust you
Virtue, practical wisdom, selflessness, disinterest
Virtue vs. values
Persuasive virtue
A well-disposed audience
Ethics are situational
Bragging, character reference, tactical flaw

Chapter 7* Ethos: virtue, practical wisdom, goodwill
Show off your expertise
Bend the rules, Middle course

Chapter 8* Seem reluctant when you are eager to prove
Act as if the choice you advocate hurts you
personally (personal sacrifice)
Cicero-wants audience to be attentive, trusting,
and willing to be persuaded.
Make it seem you have no tricks
Allow lower expectations: Dubitatio

Chapter 9* Emotion: experience and expectation
Tell a story to change a mood
Pathos depends on self-control
When you argue emotionally, speak simply
Anger, patriotism, emulation
Unannounced emotion

Chapter 10* Passive Voice

Chapter 11* People often pitch an argument that sounds
persuasive to themselves, but not to their
listeners, ~98

Chapter 12* Definition/Redefine, Ground
Make your opponent’s most positive words look
like negatives
Commonplace words
Labeling tools
Stance

Chapter 13* Toulmin Model

Chapter 14* Fallacies: know the seven “deadly sins”
Bad proofs, Wrong number of choices,
Disconnect between proof and conclusion

Chapter 15* Argument vs. fight
Sophistry
Rhetoric vs. (pure) logic and rules
Role of truth
Know the 7 rhetorical out of bounds

Chapter 16* Disinterest
Extremes
Virtue

Chapter 17* That depends filter
Comparible Experience

Chapter 18* Order of words
Weigh both sides
Turn the volume up or down

Chapter 19* Identity Strategy
Code Grooming
Personal Arguments
Logic-Free Values
Code words and Reverse words

Chapter 20* Irony
Code Inoculation

Sabrina Adds:
Syllogism
Inductive and Deductive Reasoning

CH 21 Alliteration
Leadership qualities
Identity motives
Plain definitions
The halo
Ch 22 Adaptability
Belittlement and apology
Ch 23
Kairos
Persuadable moments
Ch 24
The senses
Ch 25
Invention
Arrangement
Style
Memory
Delivery
Ch 26
Figures of speech
Figures of thought
Ch 27
Offense/Defense

Exam two study guide
Speaker positions
What each speaker generally covers?
Goals, Ethos, Pathos, Logos, Kairos
Sucking up and Charm
Debate/Lecture Key Terms
Prep Time
Structure/Times
Government/Affirmative
Opposition/Negative
Round and Resolution
Flow
Labeling and numbering arguments
Ballot
RES and RFD
Rank and Rate
Policy vs. Value
Definitions
Resolution Analysis
Judge’s responsibilities
Burdens
Ground

4 Keys to winning a debate
Point of Information (and responses)
Point of Order (and responses)
Point of personal privilege (and responses)
Timeframes and Roadmaps
Case vs off case
Contentions vs. counter contentions
Definitions or Resolution Analysis
Policy:
Harms, Plan, Advantages, Disadvantages
Counterplans
Solvency—when is solvency use
Harms
Inherency
Topicality
Spread
Value/criteria
Counter value?
How does the opp challenge the value used by the gov?

Commonly used values and their definitions
Toulmin Model
How do we write clear claims?
Syllogism
Why don’t we do fact debates in class?
Evidence-types
Evidence-location
Decorum—politeness
How do we answer Topicality?
Winning strategies
Structural vs attitudinal inherency
Status Quo
Cross-apply
Turn
Critique

Topics for Application Questions:
Voter turnout
Free College/College tuition
Monsanto
Legalizing prostitution
Legalizing recreational drugs
Lowering the drinking age
School uniforms
Student Loans
Raising Minimum wage
Taxing Churches
Welfare/Snap/EBT
Unemployment
POLICY
Resolution:

POLICY CASE:
Resolution:
Definitions:

Harm # 1: Claim Data

Harm # 2: Claim Data

Harm # 3: Claim Data

Plan:

ACT
AGENT
AGENCY
FUNDING

AD # 1: Claim Data

AD # 2: Claim Data

AD # 3: Claim Data

AD # 4: Claim Data

AD # 5: Claim Data

VALUE CASE:
RESOLUTION:
Definitions or Resolution Analysis

Value Criterion

Contention # 1:
Claim
Data

Contention # 2:
Claim
Data

Contention # 3:
Claim
Data

Contention # 4:
Claim
Data

Contention # 5:
Claim
Data