

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Sabrina Worsham
Course Title & #:	COMM 180	Classroom:	D Yard, ED
CRN #:	11383	Class Dates:	8/13-12/3
Class Days:	Monday	Class Times:	4:30 PM -7:40 PM
Units:	3		

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

Textbooks & Other Resources or Links

Heinrichs, Jay. Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion, revised and updated edition. New York: Three Rivers Press, 2013.
Print. ISBN-10: 0307341445 | ISBN-13: 978-0307341440

Three additional parliamentary packets and weekly research packets will be distributed in class.

Course Requirements and Instructional Methods

Assignments: It is your responsibility to complete all assignments in a timely manner. In general, NO late work will be accepted, even with documentation.” *Assignments and class schedule are subject to change.

- 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: 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 three parts. The first two exams are on the textbook and basic argument construction. The third 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.
- Flow/Response: Flow a U.S. Collegiate parliamentary debate in class. Flows and responses are to be done by hand. Responses are to be done for homework and are due at the BEGGINNING of each class. Details will be discussed in class
- Debate Prep: Using the research packet provided, you will prepare 6 prime minister cases, including source cites. Prep homework is also due at the beginning of the class period.

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.

Course Grading Based on Course Objectives

In Class Activities	180 points possible: (varied, assigned in class)	A = 900-1000
Flow and Response	250 points possible: (varied, assigned in class)	B = 800-899
Exams	300 points possible (100 per exam)	C = 700-799
Debates	150 points possible (15 points per day)	D = 600-699
Preps	100 points possible (varied, assigned in class)	F = 599<
Letter	20 points possible	Total Possible: 1000

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.

- 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.

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**
- **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 by CDCR.
- I have an alarm that I will use if needed.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Anticipated Class Schedule/Calendar/Grade Tracking Sheet

13-Aug	ICA 1 (In Class Activity)		20
20-Aug	ICA 2		20
20-Aug	Flow		10
27-Aug	FL&R (Response)		20
27-Aug	ICA 3		20
10-Sep	EX1 (Exam CH 1-13)		100
10-Sep	FL&R		20
10-Sep	ICA 4		20
17-Sep	FL&R		20
17-Sep	ICA 5		20
24-Sep	FL&R		20
24-Sep	ICA 6		20
1-Oct	EX2 (Exam 14-28)		100
1-Oct	FL&R		20
1-Oct	ICA 7		20
8-Oct	ICA 8		20
8-Oct	FL&R		20
15-Oct	FL&R		20
15-Oct	ICA 9		20
15-Oct	FL&R		20
22-Oct	EX3		100
22-Oct	DBT		30
22-Oct	Prep		20
29-Oct	FL&R		20
29-Oct	DBT		30
29-Oct	Prep		20
5-Nov	FL&R		20
5-Nov	DBT		30
5-Nov	Prep		20
26-Nov	FL&R		20
26-Nov	DBT		30
26-Nov	Prep		20
3-Dec	FL&R		20
3-Dec	DBT		30
3-Dec	Prep		20
3-Dec	L&L		20
			1000

ICA	180
FLOW&RESP	250
Exam	300
Debate	150
Prep	100
letter	20
	1000

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

Chapter 2* Fighting vs. Arguing

Mood, mind, willingness to do/act

Seduction and Audience

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

Set a backfire

Humor: Urbane, Wit, Facetious, Banter

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

Commonplace

Babbling

The Rejection

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

Comparable 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

***Tentative Study guide (Subject to change)**