

**Basic Course Information**

Semester	<b>Spring 2020</b>	Instructor Name	<b>Sabrina Worsham</b>
Course Title & #	<b>COMM 180: Arg &amp; Debate</b>	Email	<b>sabrina.worsham@imperial.edu</b>
CRN #	<b>21137</b>		<b>sabrinaworsham@gmail.com</b>
Room	<b>315</b>	Office	<b>316</b>
Class Dates	2/18/2020-6/12/2020	Office Hours	Tue/Thurs: 5:45-6:30pm (office) Wednesday: 4:30-6:30pm (office) Friday: 10:50 am -11:20 am (virtual: Facebook and Gmail)
Class Days	<b>Tuesday and Thursday</b>	Office Phone #	<b>(760) 355-6369</b>
Class Times	<b>11:20 AM – 12:45 PM</b>	Office contact for emergencies	<b>760-355-6337</b>
Units	<b>3 unit course</b>		

**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**

Heinrichs, Jay. Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion, revised and updated Third edition. New York: Three Rivers Press, 2017. Print. ISBN-978-0-0841-8993-4 Ebook ISBN 978-0-0841-8994-1

Three additional parliamentary packets that will be provided on Canvas or via email.

**Course Requirements and Instructional Methods**

- 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.
- 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 at the beginning of class. 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**

- In Class Activities** (9@20 per week/activity) 180 points possible:  
**Reader's Notes** (10-20 points per RN assignment, see calendar) 160 points possible  
**Exams** (Exam 1-170, Exam 2-100) 270 points possible  
**Debates** 150 points possible  
**Flows** 140 points possible  
**Preps** 100 points possible

**Total Possible:** 1000

- 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. **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. Sign in sheets need day, date, CRN, and time.

- “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

### Academic Honesty

- “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.
- 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.  
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

### Additional Help

- Learning Labs: 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 & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: 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

### Disabled Student Programs and Services (DSPS)

“Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations,” IVC

### Student Counseling and Health Services

“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 <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310,” IVC

### Student Rights and Responsibilities

“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 [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762;](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762;),” IVC

### Information Literacy

“Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/> ,” IVC

### Anticipated Class Schedule / Calendar \*\*\*Tentative, subject to change without prior notice\*\*

T	18-Feb	Intro to class: syllabi and Sabrina	
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Imperial Valley College Course Syllabus – COMM 180

TH	20-Feb	In Class Activity 1	20	
T	25-Feb	Reader's Notes 1-5	20	
TH	27-Feb	In Class Activity 2	20	
T	3-Mar	Reader's Notes 6-10	20	
TH	5-Mar	In Class Activity 3	20	
T	10-Mar	Reader's Notes 11-15	20	
TH	12-Mar	In Class Activity 4	20	
T	17-Mar	Reader's Notes 16-21	20	
TH	19-Mar	In Class Activity 5	20	
T	24-Mar	Reader's Notes 22-end	20	
TH	26-Mar	In Class Activity 6	20	
T	31-Mar	Exam 1	170	
TH	2-Apr	Exam Day Two		
T	7-Apr	Reader's Notes Packet1	20	
TH	9-Apr	In Class Activity 7 (flow)	20	
T	21-Apr	Reader's Notes Packet2*	20	
TH	23-Apr	In Class Activity 8	20	
T	28-Apr	Two Flows	20	
T	28-Apr	Reader's Notes Packet3*	20	
TH	30-Apr	In Class Activity 9	20	
T	5-May	Two Flows	20	
TH	7-May	Exam2	100	
T	12-May	Debate	15	
T	12-May	Prep Homework	20	
T	12-May	Two Flows	20	
TH	14-May	Debate	15	
T	19-May	Debate	15	
T	19-May	Prep Homework	20	
T	19-May	Two Flows	20	
TH	21-May	Debate	15	
T	26-May	Debate	15	
T	26-May	Prep Homework	20	
T	26-May	Two Flows	20	
TH	28-May	Debate	15	
T	2-Jun	Debate	15	
T	2-Jun	Prep Homework	20	
T	2-Jun	Two Flows	20	
TH	4-Jun	Debate	15	
T	9-Jun	Debate	15	
T	9-Jun	Prep Homework	20	
T	9-Jun	Two Flows	20	
TH	11-Jun	Debate	15	

TENTATIVE AND SUBJECT TO CHANGE  
BASED OFF THIRD EDITION

Exam One Study Guide  
Chapter 1: Open Your Eyes  
Chapter 2\* Set Your Goals  
Fighting vs. Arguing  
Mood, mind, willingness to do (22-24)  
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\* Control the Tense  
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\* Soften Them Up  
Ethos, Pathos, Logos, Decorum  
Flipside  
Sympathize with the audience  
Chapter 5\* Get Them To Like You  
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\* Show You Care  
Seem reluctant when you are eager to prove  
Act as is 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\* Control the Mood  
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\* Turn the Volume Down  
Passive Voice  
Set a backfire  
Humor: Urbane, Wit, Facetious, Banter  
Chapter 11\* Gain the High Ground  
“People often pitch an argument that sounds persuasive to themselves, but not to their listeners,”  
~98  
Commonplace  
Babbling  
The Rejection  
Chapter 12\* Persuade on Your Terms  
Definition/Redefine, Ground  
Make your opponent’s most positive words look like negatives  
Commonplace words  
Labeling tools  
Stance  
Chapter 13\* Control the Argument  
Toulmin Model  
Chapter 14\* Spot Fallacies  
Fallacies: know the seven “deadly sins”  
Bad proofs, Wrong number of choices, Disconnect between proof and conclusion  
Chapter 15\* Call a Foul  
Argument vs. fight  
Sophistry  
Rhetoric vs. (pure) logic and rules  
Role of truth  
Know the 7 rhetorical out of bounds  
Chapter 16\* Know Whom to Trust  
Disinterest  
Extremes  
Virtue  
Chapter 17\* Find the Sweet Spot  
That depends filter  
Comparable Experience  
Chapter 18\* Deal with a Bully  
Aggression, Humyns, and the internet

Spot your persuadable audience  
Ethos and a bully  
Pathos and the Political Uncle  
Aggressive interest  
Ironic love  
Virtue pose  
Chapter 19\* Get Instant Cleverness  
Order of words  
Weigh both sides  
Turn the volume up or down  
Chapter 20\* Change Reality  
Metonymy  
Synecdoche  
Hyperbole  
Profanity  
Chapter 21\* Speak the Audience's Language  
Identity Strategy  
Code Grooming  
Personal Arguments  
Logic-Free Values  
Code words and Reverse words  
Alliteration  
Leadership qualities  
Identity motives  
Plain definitions  
The halo  
Chapter 22\* Make the Identify with your Choice  
Irony  
Code Inoculation  
Sabrina Adds:  
Syllogism  
Inductive and Deductive Reasoning  
Chapter 23\* Recover from a Screw-up  
Set your goals right after you screw up  
Be first with the news  
Switch immediately to the future  
Avoid belittling the victim  
Don't rely on an apology  
Adaptability  
Belittlement and apology  
Chapter 24\* Seizing the Moment(s)  
Kairos  
Persuadable moment(s)  
Changing or pinpointing your audience  
Chapter 25\* Use the Right Medium  
The senses  
Chapter 26\* Give a Persuasive talk

Invention  
Arrangement  
Style  
Memory  
Delivery  
Chapter 27\* Capture your Audience  
Figures of speech  
Figures of thought  
Identity Strategy  
Cicero's outline  
Channeling  
The period  
Chapter 28\* Write a Persuasive essay  
Tactical Flaw  
Theme twist  
Epiphany  
Narrative arc  
Get in their head  
Chapter 29\* Use the Right Tools  
Offence vs Defense  
Chapter 30\* Run an Agreeable Country  
Orator



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\*  
SUBJECT TO CHANGE:  
Flu Vaccines and Corona Virus  
Police Brutality/Body Cameras  
US Election System  
Legalizing prostitution  
Legalizing recreational drugs  
Lowering the drinking age  
Sex Education/Abstinence-only Education  
Student Loans  
Minimum wage  
Taxing Churches  
Welfare/Snap/EBT  
Mexican Drug Cartels/Border Wall