

“The human brain starts working the moment you are born and never stops until you stand up to speak in public”--

*George Jessel, American comedian/actor*

## *Speech 180 – Fall 2013*



*Laura Mosier*

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CRN 10886 T 6:30-9:40

Office Hours-TBA

CRN 10884 W 3-6:10

CRN 10883 R 1:30-4:40

CRN 10888 R 6:30-9:40

### Recommended Preparation Speech 100

#### Required Materials

*On that point! An introduction to parliamentary debate.* John Meany & Kate Shuster (text)

U.S. Constitution and Amendments (copy)

Merriam’s New Collegiate Dictionary (Soft Cover)

Newsfeed from a major news source

Notebook to retain all graded course work throughout the semester

**Course Description:** An introduction to debate, with emphasis on the creation and refutation of arguments concerning current social, political and legal issues.

#### Student Learning Outcomes

1. Explain how ethics and credibility impact debate and the reputation of the speaker. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Write out a case for an argumentative debate. (ILO1, ILO2, ILO3, ILO4, ILO5)
3. Write and submit five properly-worded debate propositions (ILO1, ILO2, ILO3, ILO4, ILO5)
4. Use logos to support their arguments during the debate process. (ILO1, ILO2, ILO3, ILO4, ILO5)
5. Recognize and create sound and complete arguments. (ILO1, ILO2, ILO3, ILO4, ILO5)
6. Demonstrate an understanding of the responsibilities of the proposition and opposition teams, as well as the role of each speaker on the team. (ILO1, ILO2, ILO3, ILO4, ILO5)
7. Compile arguments and evidence to support various sides of current controversial topics. (ILO1, ILO2, ILO3, ILO4, ILO5)

#### Additionally, You will also learn to:

Identify and create sound and complete arguments;

Explain the responsibilities of the proposition and opposition teams

Explain the role of each speaker on the team

Compile arguments and evidence to support the differing sides of current controversial topics

Communicate more critically and both as a speaker and as a listener

Understand 15 logical fallacies of argumentation

Understand and discuss how Ethics and credibility impact debate

Compare and contrast Argumentation and Persuasion

Speak with confidence

Clash with the opposing side

## Schedule

Week 1	Introduction to Argumentation and Debate
Week 2	Student Introductions and Claims
Week 3	Lecture Ethics in Speaking/Differences in Persuasion and Argumentation
Week 4	Training in Debate/Ethics Quiz
Week 5	Lecture Delivery/Supporting Material/Practice Debates
Week 6	Delivery/Support Quiz Debates/process/practice
Week 7	Fallacies
Week 8	Fallacies Quiz/Debates
Week 9	Debates
Week 10	Lecture Humor & Rebuttals
Week 11	Case-building
Week 12	Five-Minute Debates/Student Critiques
Week 13	Five-Minute Debates/Student Critiques
Week 14	Five-Minute Debates/Student Critiques
Week 15	Review
	Final Exam

## Evaluation of Student Progress

1. Classroom/Debate participation	35%
2. Argumentation invention and critique	20%
3. Debate preparation (knowledge of fallacies, completion of homework, group work)	20%
4. Tests/Quizzes	25%

Grades are determined by the points you EARN. The total points possible will be determined as the semester concludes. Usually, the amount ranges between 300-350 points, depending on the size of the class. **All grades will reflect the level of scholarship, initiative, attitude, cooperation, and individual improvement** demonstrated throughout the course.

The following percentages illustrate the breakdown.

100-91% =A Superior
90-81% =B Above average
80-71% =C Average
70-65% =D Below Average
64% or > = F

**Ethics Policy:** Each student is expected to maintain academic ethics and honesty in all its forms, including but, not limited to, cheating and plagiarism as defined hereafter:

**ACADEMIC DISHONESTY AND STUDENT CONDUCT GUIDELINES:** Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.

**Cheating** includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

**Plagiarism** includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.

Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.

- Anyone who disrupts the learning process in the classroom will be referred to Sergio Lopez. Examples of disruptive behavior include the following:-Talking to others while the instructor or another person is addressing the class-Talking while students are making presentations.-Inappropriate non-verbal written behavior, Inappropriate language, etc., Leaving class early or arriving late
- Leaving class early or arriving late will count against your Classroom/Debate participation grade
- No make-up debates will be offered
- Scheduled tests will be given at the beginning of each class—No make-up tests will be offered

## Discipline Policy

*“Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution. An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor.*

**Accommodations** Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSPS) office as soon as possible. The DSPS office is located in the Health Sciences Building, room 2117 at 355-6312.

## **Access and Success!**

**IVCs new mantra for students—and we mean it . . . so, in order to achieve this goal it is imperative that you do two things: 1) contact me if you are having difficulty and, 2) attend each class and be fully prepared when you come to class.**

**ILOs** (Institutional Learning Outcomes)—All five ILOs apply to this class they are:

**Communication Skills  
Critical Thinking Skills  
Personal Responsibility  
Information Literacy  
Global Awareness**

**Note:** I reserve the right to change this schedule, as necessary. It is YOUR responsibility to know about, understand and adapt to any changes that may be made to this schedule.

**Welcome!**