

### Basic Course Information

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Sabrina Worsham</b>
Course Title & #:	<b>COMM 180: Arg. &amp; Debate</b>	Email:	<b>sabrinaworsham@gmail.com</b>
CRN #:	<b>11102</b>		<b>sabrina.worsham@imperial.edu</b>
Classroom:	<b>2732</b>	Office #:	<b>316</b>
Class Dates:	<b>8/15-12/7</b>	Office Hours:	<b>M 5:10-6:10, T 1:50-2:20, W 5:10-6:25, TH 5:10-6:20</b>
Class Days:	<b>Tues/Thurs</b>	Office Phone #:	<b>355-6369</b>
Class Times:	9:40 AM – 11:05 AM	Emergency Contact:	<b>Ms. Lency Lucas 760 355-6337</b>
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 logoi 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 that will be provided on Canvas or via email.

## Course Requirements and Instructional Methods

**“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.” \*Assignments and class schedule are subject to change. Said changes are likely only announced during class time. Students are responsible for changes, regardless of class attendance. 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.

**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 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.

## Course Grading Based on Course Objectives

In Class Activities	180 points possible: (varied, assigned in class)
Reader's Notes	160 points possible: (varied, assigned in class)
Exams	280 points possible (150 for the midterm, 130 for the second exam)

Debates	150 points possible (15 points per day)
Flows	140 points possible (10 points each)
Preps	90 points possible (varied, assigned in class)
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.

### 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**
- **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 by the instructor.
- 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.

## 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.

## Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **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. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues

that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

8-15 & 17	ICA 1		20
8/22	RN 1-5		20
8/24	ICA 2		20
8/29	RN 6-10		20
8/31	ICA 3		20
9/5	RN 11-15		20
9/7	ICA 4		20
9/12	RN 16-20		20
9/14	ICA 5		20
9/19	RN 21-27		20
9/21	ICA 6		20
9/26	EX1		150
9/28	RN PK1		20
10/3	ICA 7		20
10/5	RN PK2*		20
10/10	ICA 8		20
10/12	2FI		20
10/17	RN PK3*		10
10/19	ICA 9		20
10/19	2FL		20
10/24 & 10/26	EX2		130
10/31	DBT		30
11/2	Prep		20
11/7	2FL		20
11/7 & 11/9	DBT		30
11/7 & 11/9	Prep		20
11/14	2FL		20
11/14 & 11/16	DBT		30
11/14 & 11/16	Prep		20
11/28	2FL		20
11/28 & 11/30	DBT		30
11/28 & 11/30	Prep		20
12/5	2FL		20
12/5 & 12/7	DBT		30
12/5 & 12/7	Prep		20
12/5 & 12/7	2FL		20
			1000

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

**Chapter 2\*** 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\*** 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 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\*** 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

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: Definitions **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:

White Nationalism, Police Brutality/Body Cameras

Monsanto, 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