## Basic Course Information

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|---|---|---|---|
| Semester: | **Spring 2022** | Instructor Name: | **Sabrina Worsham** |
| Course Title & #: | **Comm 180: Arg & Debate** | Email: | **sabrinaworsham@gmail.com** |
| CRN #: | **20586** | School email: | **sabrina.worsham@imperial.edu** |
| Classroom: | **315** | Office/Contact #: | **316 Gmail, Facebook, Canvas\*** **760 355-6369** |
| Class Dates: | **2/14/2022-6/10/2022** | Office Hours: | Mon/Wed 930-1000 AM & 530-630PM Tues/Thur   930-1000 AM |
| Class Days: | **Tues and Thurs** | Office Contact #: | \*Zoom, Canvas, and Facebook video messenger by appointment |
| Class Times: | **11:20-12:45** | Emergency Contact: | **760-355-6337** |
| 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, Fourth Edition (Revised and Updated)
What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion. Broadway Books, April 21, 2020. ISBN: 9780593237380
We will also use word documents posted on Canvas under "Files"

## 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:** We play! These activities are done in class and help teach the basics of argument construction and debate. These activities CANNOT be made up. Pay attention to the announcements on Canvas.

**Exams:** The exams are broken into three parts. The first two exams cover 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, including Sabrina's story time.

**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. Flows include two paragraphs-who won/lost and why in your opinion. I will teach you how in an In-Class-Activity.

**"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 <u>and </u>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 | (8@30 per week/activity) 240 points possible: |
| Exams | (Exam 1-100, Exam 2-120, Exam 3-100) 320 points possible |
| Debates | 300 points possible |
| Flows | 140 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. "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 debates 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.**

## Academic Honesty

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.

**Examples of Academic Dishonesty that can occur:**
- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism.  This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## Classroom Etiquette

**"Timeliness: Log in with 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. Class and office hour Zooms WILL NOT be recorded.

- Electronic Devices:  Cell phones and electronic devices that are not being used for class purposes should be turned off and put away during class, unless otherwise directed by the instructor.
- Disruptive Students:   Students who disrupt or interfere with a class maybe addressed/dismissed 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:  Children are not permitted in the classroom per state law. Please communicate with me if there is an emergency. If your children are in the room, you risk me talking in front of them. I will be addressing conversations that you will likely have to address later…and I may swear. You have been warned.

## Additional Services for Students

# How do I access services now that we are mostly online?
- CANVAS LMS. Canvas is Imperial Valley College's 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.   In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring).   When campus is open again, there are several learning labs to assist students.  Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more.  Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

- [Career Services Center.](#)  The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center.](#) The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: [https://forms.imperial.edu/view.php?id=150958](https://forms.imperial.edu/view.php?id=150958)

## 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.  When campus is open, the DSP&S office is 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, but you must make an appointment.  In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses.  Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing

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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you!  - EOPS/CARE Staff

## Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at https://imperial.edu/students/student-equity-and-achievement/ or call us at 760-355-6465 or when

 campus reopens, visit Building 401.

**What if I cannot afford food, books, or need other help?**
> We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/

## 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 *tentative and subject to change*

| | | Assignment Due | Score | Possible |
|---|---|---|---|---|

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|---|---|---|---|---|
| WK 1 T | 15-Feb | Intro to class | | |
| WK 1 TH | 17-Feb | In Class Activity #1 | | 30 |
| WK 2 T | 22-Feb | Ch 1-7 | | 0 |
| WK 2 TH | 24-Feb | In Class Activity # 2 | | 30 |
| WK 3 T | 1-Mar | Ch 8-13 | | 0 |
| WK 3 TH | 3-Mar | In Class Activity # 3 | | 30 |
| WK 4 T | 8-Mar | Ch 14 to 21 | | 0 |
| WK 4 TH | 10-Mar | In Class Activity # 4 | | 30 |
| WK 5 T | 15-Mar | Ch 22-25 | | 0 |
| WK 5 TH | 17-Mar | In Class Activity # 5 | | 30 |
| WK 6 T&TH | 3/22 & 3/24 | Exam 1: In class Arg Theory | | 100 |
| WK 7 T | 29-Mar | Ch 26-end | | 0 |
| WK 7 TH | 31-Mar | Exam 2: Arg Theory Essays | | 120 |
| WK 8 T | 5-Apr | Packet 1 | | |
| WK 8 TH | 7-Apr | In Class Activity #6 | | 30 |
| WK 8 TH | 7-Apr | Practice Flow #1 | | 10 |
| WK 9 T | 12-Apr | Packet 2 & 3 | | |
| WK 9 TH | 14-Apr | In Class Activity # 7 | | 30 |
| WK 9 TH | 14-Apr | Practice Flow #2 | | 10 |
| WK 10 | 26-Apr | In/Out of Class Activity # 8 | | 30 |
| WK 10 | 28-Apr | Exam 3 | | 100 |
| WK 11 T | 3-May | Debate 1 | | 25 |
| WK 11 T | 3-May | Flows 1 & 2 | | 20 |
| WK 11 TH | 5-May | Debate 2 | | 25 |
| WK 12 T | 10-May | Debate 3 | | 25 |
| WK 12 T | 10-May | Flows 3 & 4 | | 20 |
| WK 12 TH | 12-May | Debate 4 | | 25 |
| WK 13 T | 17-May | Debate 5 | | 25 |
| WK 13 T | 17-May | Flows 5 & 6 | | 20 |
| WK 13 TH | 19-May | Debate 6 | | 25 |
| WK 14 T | 24-May | Debate 7 | | 25 |
| WK 14 T | 24-May | Flows 7 & 8 | | 20 |
| WK 14 TH | 26-May | Debate 8 | | 25 |
| WK 15 T | 31-May | Debate 9 | | 25 |
| WK  15 T | 31-May | Flows 9 & 10 | | 20 |
| WK 15 TH | 2-Jun | Debate 10 | | 25 |
| WK 16 T | 7-Jun | Debate 11 | | 25 |
| WK 16 T | 7-Jun | Flows 11 & 12 | | 20 |
| WK 16 TH | 9-Jun | Debate 12 | | 25 |

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

Lecture/Study Guide Exam One:

BASED OFF THIRD EDITION, fourth edition is on Canvas

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, Humans, 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

**Add the following for Exam two**

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

**Exam three study guide**

Speaker positions

What each speaker generally covers?

Goals, Ethos, Pathos, Logos, Kairos

Sucking up and Charm

Debate/Lecture Key Terms

Prep Time and Structure/Times

Government/Affirmative

Opposition/Negative

Round and Resolution

Flow

Labeling and numbering arguments

Ballot/ RFD

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 and location

Decorum-politeness

How do we answer Topicality?

Winning strategies

Structural vs attitudinal inherency

Status Quo

Cross-apply and Turn

Critique