



## Course Syllabus – Spring 2021 (Feb/16/21-Jun/11/21)

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Carmen G. Munoz</b>
Course Title & #:	<b>COMM 180 Argumentation and Debate</b>	Email:	<b>Carmen.munoz@imperial.edu</b>
CRN #:	<b>21091</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Online</b>	Office #:	<b>N/A</b>
Class Dates:	<b>Monday and Wednesday 11:20 a.m. – 12:45 p.m.</b>	Office Hours:	<b>N/A</b>
Class Days:	<b>Mondays and Wednesdays</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>11:20 am – 12:45 pm</b>	Emergency Contact:	<b>Carmen.munoz@imperial.edu</b>
Units:	<b>3.00</b>	Class Format:	<b>Online</b>

### Course Description

*An introduction to debate, with emphasis on the creation and refutation of arguments concerning current social, political, and legal issues. (C-ID COMM 120) (CSU/UC)*

### 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

*Upon satisfactory completion of the course, students will be able to:*

- 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.*

## Textbooks & Other Resources or Links

Meany, John, and Kate Shuster. *On That Point!* New York: IDEA Press Books, 2003. (available on Canvas)  
Editors of IDEA. *The Database Book*, 6th edition: A Must Have Guide for Successful Debate New York: IDEA Press Books, 2013. (available on Canvas)

Links if can't find on Canvas:

1. [https://debate.uvm.edu/dcpdf/MeanyShuster\\_onthatpoint.pdf](https://debate.uvm.edu/dcpdf/MeanyShuster_onthatpoint.pdf)
2. [Deatabase, 6th edition](#)

## Course Requirements and Instructional Methods

*Course requirements are the following: Lecture, discussion, group work, speeches, critiques of speeches, quizzes, homework.*

*If you need to borrow a laptop, MiFi device, or other electronic device, please submit your request here:*  
<https://imperial.edu/students/student-equity-and-achievement/>

*If you would like to access the Wi-Fi at the IVC campus, you can park in parking lots "I" & "J." Students must log into the IVC student Wi-Fi by using their IVC email and password. The parking lots will be open Mon-Fri 8:00 a.m. -7:00 p.m.  
Guidelines for using parking Wi-Fi:*

*Park in every other space (leaving empty space between vehicles).*

- *You must have a face mask available.*
- *For best reception, park near buildings.*
- *Only park in marked student spaces.*
- *Only owners of a valid disabled placard may use disabled parking spaces*
- *Only members of the same household may be in the same vehicle.*
- *Occupants must remain in vehicles.*
- *Restrooms and other on-campus services not available.*
- *College campus safety will monitor the parking lot.*
- *Student code of conduct and all other parking guidelines are in effect.*
- *Please do not leave any trash behind.*
- *No parking permit is required.*

*If you have any questions about using parking Wi-Fi, please call Student Affairs at 760-355-6455.*

## Course Grading Based on Course Objectives

*Upon satisfactory completion of the course, students will be able to:*

- 1) *The student will be able to create, critique, and refute arguments.*
- 2) *The student will be able to identify fallacious argumentation.*
- 3) *The student will 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) *The student will participate in formal classroom debates.*

5) The student will understand the responsibilities of the proposition vs. opposition as well as the role of each speaker on the proposition and opposition teams.

Debate participation (commenting, participating, asking questions)	40%
Attendance (get on zoom on time)	30%
Quizzes (total of 5)	20%
HW (Chapter Readings)	10%

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

## Course Policies

Any students who do not attend the first meeting will automatically be dropped from the class by the instructor. Should readmission be desired, the student's status will be the same as that of any other student who is in the waiting list. It is the student's responsibility to drop or officially withdraw from the course if they will not attend. See General Catalog for details.

Regular attendance in all classes is expected of all students. The instructor will take attendance within the first 5-8 min. during the zoom meeting. A student with continuous, unexcused absences that exceed the number of hours the class is scheduled to meet per week 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.

Students who are registered for online classes must still attend class regularly. Acceptable indications of attendance in online classes are:

- student submission of an academic assignment;
- student submission of an exam;
- student participation in an instructor-led Zoom conference;
- documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules;
- a posting by the student, showing the student's participation in an assignment created by the instructor;

- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters;
- an email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

## Other Course Information

*Netiquette is a term used to describe internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online. Students are to comply with the following rules of netiquette: (1) identify yourself in discussions and emails; (2) include a subject line in emails; (3) avoid sarcasm; (4) respect others' opinions and privacy; (5) acknowledge and return messages promptly; (6) do not spam others or sell services to classmates; (8) be concise; (9) use appropriate language; (10) use appropriate intensifiers to help convey meaning [e.g., do not use ALL CAPS].*

*Attending a synchronous class via Zoom involves etiquette as well. Follow the tips below for best results:*

- 1) *Keep your written, verbal, and non-verbal communications respectful and focused on the learning topics of the class.*
- 2) *Find a quiet location and silence your phone during the class*
- 3) *Eat at different time.*
  - a. *Crunching food or chugging drinks is distracting for others.*
  - b. *Synchronous Zoom times are set in advance so reserve meals for outside class meeting.*
- 4) *Adjust your lighting so that others can see you.*
  - a. *It is hard to see you in dim lighting so find a location with light.*
  - b. *If your back is to a bright window, you will be backlit, which is hard on the eyes and turns you into a silhouette. Position your camera so that your face and eyes are showing. Allowing others to see your face allows you to express yourself nonverbally, which is vital in public speaking and debate.*
- 5) *Attending Zoom class in your pajamas or without a shirt on is not acceptable. Wearing appropriate clothing when on camera communicates your respect for others in the class.*
- 6) *Use your mute button when something loud or distracting happens in your location. For example, if your child or roommate enters the room, mute yourself before you communicate with them.*
- 7) *Remember to unmute yourself when you speak.*
  - a. *Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, and make sure you have unmuted your device.*
  - b. *Do not speak when someone else is speaking.*
- 8) *Remain focused and pay attention.*
  - a. *Remember that others can see your actions. Demonstrate your engagement in the class by looking at the camera and answering questions when asked.*
  - b. *Avoid doing other tasks (e.g., answering emails, texting, etc.) during the class.*
- 9) *Stop your video if you need to move or do something that might be distracting. Emergencies do happen, so if you need to leave the room or let your dog outside, stop your video.*

10) Students who disrupt or interfere with a Zoom class may be dropped from that Zoom meeting 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.

### Academic Honesty

Academic honesty requires that all students and instructors respect the integrity of one another's work and recognize the importance 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 the writings/ideas of others as if they are your own ideas/writing. If you are quoting someone, you must place their words inside quotation marks and cite 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, 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.*

When taking course online, be sure to:

- *Keep your passwords confidential so that no one else can log into your account and use your work to cheat.*
- *Complete your own coursework. When you register for an online class and log into Canvas, you do so with the understanding that you will produce your own work, take your own exams without the assistance of others (unless directed by the instructor to work with others).*

Examples of academic dishonesty, which can occur in an online environment:

- *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 (unless the instructor explicitly assigns a group project);*
- *taking any work of another, even with permission, and presenting the work as your own;*
- *buying a research paper online (or by any means) and presenting it as your own;*
- *sharing information that gives other students an advantage on an exam or debate (e.g., telling a peer what to expect on a make-up exam or sharing a test or debate topic with a student from another section);*
- *intentionally or unintentionally presenting any work -whether it be oral, written or artistic as your own work.*

## **IVC Student Resources**

To access services while IVC is online:

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- 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 as is the *Canvas support hotline*: 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 reopens, students also have access to tutoring services in the *Study Skills Center* as well as private study rooms for small study groups.
  - *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>

### Disabled Student Programs and Services

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.



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### 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 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, 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 at 760.335-6407 and/or visit our program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures.*

### 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 Vic'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. If you 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 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**

Week / Dates	Monday	Wednesday
<b>Week 1</b> Feb/17	No Class	Welcome 😊 First Zoom Meeting; Go over syllabus/Introduction; Get Started: HW: Read chapter 1-Intro to Debate in Canvas (textbook) #1 Write a paragraph about the reading (at least 300 words) under assignments.
<b>Week 2</b> Feb/22 Feb/24	Class Introduction Ice Breakers HW: Read-On that point; Read chapter 2 Read both articles (textbook): Middle School Students Suggest School Improvements & Valley Park Pupils Offer Suggestions #2 Write a paragraph about the reading (at least 300 words) under assignments.	Class Discussion Chapter 1 & 2 What makes a debate? What makes an argument? Refuting Arguments Exercises HW: Quiz #1: Chap. 1, 2 Due: Feb. 24 #3 Write a paragraph about today's zoom meeting (at least 300 words) under assignments. Due: Feb 24
<b>Week 3</b> March 1 March 3	Class Discussion Finish Chap 2 HW: Read Chapter 3 #4 Write a 300+ summary about chapter 3 (on assignments)	Class Discussion Chapter 3 HW: Quiz #2: Chap 3 Read: Chap. 4 Topics and Topics Interpretation #5 Write a paragraph about the reading, chapter 4(at least 300 words) under assignments.
<b>Week 4</b> March 8 March 9	Class Discussion Reading: Chap 4 Exercises HW: Read Chap. 5 Case Construction #6 Write a paragraph about the reading (at least 300 words) under assignments.	Class Discussion Reading: Chap. 5 Exercises HW: Quiz #3: Chap 4& 5 Due: March 9 <sup>th</sup> #7 Writing Assignment
<b>Week 5</b> March 15 March 17	Class Discussion Reading: Chap. 5 Exercises HW: Read chapter 6	Class Discussion Reading: Chap. 6 Exercises HW: Read Chap. 7



	<b>#8 Write about chapter 6 (300+ words)</b>	<b>#9 Write a paragraph about the reading, chapter 7 (at least 300 words) under assignments. #10 TOPIC ASSIGNMENT</b>
<b>Week 6</b> March 22 March 24	Class Discussion Reading: Chap. 7 <b>HW: Read Chap. 8</b> <b>#11 Write a paragraph about the reading, chapter 8 (at least 300 words) under assignments.</b> <b>Quiz #4: Chap. 6 &amp; 7 Due: March 24TH</b>	Class Discussion Reading: Chap. 8 <b>HW: Read chap. 9</b> <b>#12 Write a paragraph about the reading, chapter 9(at least 300 words) under assignments.</b>  <b>Quiz#5: Chap. 8 &amp; 9 Due: March24</b> <b>Speech: Policy Case Construction Speech is Due on March 28th@11:45, Post on Canvas!</b>
<b>Week 7</b> March 29 March 31	Class Discussion Reading Chap. 9 <b>HW: Read Chap. 10</b> <b>#13 Write a paragraph about the reading, chapter 10(at least 300 words) under assignments.</b>	Class Discussion Reading Chap 10 <b>HW: Read Chap. 11</b> <b>#14 Write a paragraph about the reading, chapter11(at least 300 words) under assignments.</b>
<b>Week 8</b> April 5 April 7	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
<b>Week 9</b> April 12 April 14	Practice Debate 1 Choose Topic	Practice Debate 2 Choose Topic
<b>Week 10</b> April 19 April 21	Debate 1 Group Debates	Debate 1 Group Debates
<b>Week 11</b> April 26 April 28	Debate 2 Group Debates	Debate 2 Group Debates
<b>Week 12</b> May 3 May 5	Debate 3 Group Debates	Debate 3 Group Debates
<b>Week 13</b> May 10 May 12	Debate 4 Group Debates	Debate 4 Group Debates
<b>Week 14</b> May 17 May 19	Debate 5 Group Debates	Debate 5 Group Debates
<b>Week 15</b> May 24 May 26	Debate 6 Group Debates	Debate 6 Group Debates
<b>Week 16</b> May 31 June 2	Debate 7 Group Debates	Debate 7 Group Debates



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<b>Week 17</b> June 7 June 9	<b>FINALS</b>	<b>FINALS</b>
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**\*\*\*Subject to change without prior notice\*\*\***