

Basic Course Information

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|-------------------|-----------------------------------|--------------------|--|
| Semester: | Fall 2021 | Instructor Name: | Sabrina Worsham |
| Course Title & #: | Comm 180: Arg & Debate | Email: | sabrinaworsham@gmail.com |
| CRN #: | 10521 | School email: | Sabrina.worsham@imperial.edu |
| Classroom: | Zoom | Office #: | Gmail, Facebook, Canvas* |
| Class Dates: | 8/16/2021-12/10/2021 | Office Hours: | Mon 230-500 Tues 410-440 Wed 230-300 Th 410-440 |
| Class Days: | Thursday | Office Phone #: | *Zoom and Facebook video messenger by APPOINTMENT |
| Class Times: | 6:00-9:10 | Emergency Contact: | 760-355-6337 |
| Units: | 3 | | |

Here are the links to all of my comm 180 classes. I will explain in class on the first day

Comm 180: Mon 630 PM to 940 PM CRN: 10522

<https://us02web.zoom.us/j/86352144285>

Comm 180: Tues 100 PM to 410 PM CRN: 10519

<https://us02web.zoom.us/j/87559560585>

Comm 180: Thur 100 PM to 410 PM CRN: 10517

<https://us02web.zoom.us/j/86367411602>

Comm 180: Thurs 600 PM to 910 PM CRN: 10521

<https://us02web.zoom.us/j/88043110888>

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: Yes, we debate via Zoom! 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: Using Zoom, we play! These activities are done in class and help teach the basics of argument construction and debate. These activities CANNOT be made up. We have options. Pay attention to the announcements on Canvas.

Exams: The exams are broken into two parts. The first exam is on the textbook and basic argument construction and application. 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. 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 and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement," IVC

What if I need to borrow technology or access to WIFI?

To request a loaner laptop, MYFI device, or other electronic device, please submit your request here:
<https://imperial.edu/students/student-equity-and-achievement/>

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

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

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance 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.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

"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.

Zoom Options: During the first week of class, I will explain via Zoom the flexibility we have with Zoom and the online environment. More information will be given via Canvas announcements.

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.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that 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 (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 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:** If your children are in the room when we Zoom, 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.

Online Netiquette

- **What is netiquette?** Netiquette is 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, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]. (provided by IVC. We will break this down in a lecture)

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips to the best of your abilities for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME. (MEH-we will address this)

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

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 what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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>

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 |
|-------|--------|--|-------|----------|
| WK 1 | 19-Aug | In Class Activity #1: Intro to class | | 30 |
| WK 2 | 26-Aug | Ch 1-7 | | 0 |
| WK 2 | | In Class Activity # 2 | | 30 |
| WK 3 | 2-Sep | Ch 8-13 | | 0 |
| WK 3 | | In Class Activity # 3 | | 30 |
| WK 4 | 9-Sep | Ch 14 to 21 | | 0 |
| WK 4 | | In Class Activity # 4 | | 30 |
| WK 5 | 16-Sep | Ch 22-25 | | 0 |
| | | In Class Activity # 5 | | 30 |
| WK 6 | 23-Sep | Exam 1: In class Arg Theory | | 100 |
| WK 7 | 30-Sep | Ch 26-end | | 0 |
| WK 7 | | Exam 2: Arg Theory Essays | | 120 |
| WK 8 | 7-Oct | Packet 1 | | |
| WK 8 | | In Class Activity #6 | | 30 |
| WK 8 | | Practice Flow #1 | | 10 |
| WK 9 | 14-Oct | Packet 2 & 3 | | |
| WK 9 | | In Class Activity # 7 | | 30 |
| WK 9 | | Practice Flow #2 | | 10 |
| WK 10 | 21-Oct | In/Out of Class Activity # 8 OUT OF CLASS ACTIVITY | | 30 |
| WK 10 | | Exam 3 | | 100 |
| WK 11 | 28-Oct | Debates 1&2 | | 50 |
| WK 11 | | Flows 1 & 2 | | 20 |
| WK 12 | 4-Nov | Debates 3 & 4 | | 50 |
| WK 12 | | Flows 3 & 4 | | 20 |
| WK 13 | 11/11* | Debates 5 & 6 | | 50 |

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|-------|--------|-----------------|--|------|
| WK 13 | | Flows 5 & 6 | | 20 |
| WK 14 | 18-Nov | Debates 7 & 8 | | 50 |
| WK 14 | | Flows 7 & 8 | | 20 |
| WK 15 | 25-Nov | NO CLASS | | 0 |
| WK 16 | 2-Dec | Debates 9 & 10 | | 50 |
| WK 16 | | Flows 9 & 10 | | 20 |
| WK 17 | 9-Dec | Debates 11 & 12 | | 50 |
| WK 17 | | Flows 11 & 12 | | 20 |
| | | | | 1000 |

11/11 is a holiday. We will discuss in class

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

Study Guide Exam One:

Extreme choice as rhetorical trick

TENTATIVE AND SUBJECT TO CHANGE

Anticipating objections

BASED OFF THIRD EDITION, fourth edition is on Canvas

Choices and what ifs

Exam One Study Guide

Probabilities

Chapter 1: Open Your Eyes

Rule # 1: Never debate the un-debatable

Chapter 2* Set Your Goals

Control the clock, control the tense

Fighting vs. Arguing

Chapter 4* Soften Them Up

Mood, mind, willingness to do (22-24)

Ethos, Pathos, Logos, Decorum

Seduction and Audience

Flipside

Concession or agreement as an argument

Sympathize with the audience

Appeal to authority

Chapter 5* Get Them To Like You

Cicero-emotions, opinions, act

Decorum: Dress, language

Ask for the “right” amount of change

Audience’s rules

Chapter 3* Control the Tense

Chapter 6*

Core Issues: Blame, Value, Choice

Audience: receptive, attentive, like and trust you

Past, present, future

Virtue, practical wisdom, selflessness, disinterest

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| Virtue vs. values | Chapter 11* Gain the High Ground |
| Persuasive virtue | “People often pitch an argument that sounds persuasive to themselves, but not to their listeners,” ~98 |
| A well-disposed audience | Commonplace |
| Ethics are situational | Babbling |
| Bragging, character reference, tactical flaw | The Rejection |
| Chapter 7* | Chapter 12* Persuade on Your Terms |
| Ethos: virtue, practical wisdom, goodwill | Definition/Redefine, Ground |
| Show off your expertise | Make your opponent’s most positive words look like negatives |
| Bend the rules, Middle course | Commonplace words |
| Chapter 8* Show You Care | Labeling tools |
| Seem reluctant when you are eager to prove | Stance |
| Act as is the choice you advocate hurts you personally (personal sacrifice) | Chapter 13* Control the Argument |
| Cicero-wants audience to be attentive, trusting, and willing to be persuaded. | Toulmin Model |
| Make it seem you have no tricks | Chapter 14* Spot Fallacies |
| Allow lower expectations: Dubitatio | Fallacies: know the seven “deadly sins” |
| Chapter 9* Control the Mood | Bad proofs, Wrong number of choices, Disconnect between proof and conclusion |
| Emotion: experience and expectation | Chapter 15* Call a Foul |
| Tell a story to change a mood | Argument vs. fight |
| Pathos depends on self-control | Sophistry |
| When you argue emotionally, speak simply | Rhetoric vs. (pure) logic and rules |
| Anger, patriotism, emulation | Role of truth |
| Unannounced emotion | Know the 7 rhetorical out of bounds |
| Chapter 10* Turn the Volume Down | Chapter 16* Know Whom to Trust |
| Passive Voice | Disinterest |
| Set a backfire | Extremes |
| Humor: Urbane, Wit, Facetious, Banter | |

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| Virtue | Alliteration |
| Chapter 17* Find the Sweet Spot | Leadership qualities |
| That depends filter | Identity motives |
| Comparable Experience | Plain definitions |
| Chapter 18* Deal with a Bully | The halo |
| Aggression, Humyns, and the internet | Chapter 22* Make the Identify with your Choice |
| Spot your persuadable audience | Irony |
| Ethos and a bully | Code Inoculation |
| Pathos and the Political Uncle | Sabrina Adds: |
| Aggressive interest | Syllogism |
| Ironic love | Inductive and Deductive Reasoning |
| Virtue pose | Chapter 23* Recover from a Screw-up |
| Chapter 19* Get Instant Cleverness | Set your goals right after you screw up |
| Order of words | Be first with the news |
| Weigh both sides | Switch immediately to the future |
| Turn the volume up or down | Avoid belittling the victim |
| Chapter 20* Change Reality | Don't rely on an apology |
| Metonymy | Adaptability |
| Synecdoche | Belittlement and apology |
| Hyperbole | Chapter 24* Seizing the Moment(s) |
| Profanity | Kairos |
| Chapter 21* Speak the Audience's Language | Persuadable moment(s) |
| Identity Strategy | Changing or pinpointing your audience |
| Code Grooming | Chapter 25* Use the Right Medium |
| Personal Arguments | The senses |
| Logic-Free Values | Chapter 26* Give a Persuasive talk |
| Code words and Reverse words | Invention |

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|-------------------------------------|---|
| Arrangement | Chapter 28* Write a Persuasive essay |
| Style | Tactical Flaw |
| Memory | Theme twist |
| Delivery | Epiphany |
| Chapter 27* Capture your Audience | Narrative arc |
| Figures of speech | Get in their head |
| Figures of thought | Chapter 29* Use the Right Tools |
| Identity Strategy | Offence vs Defense |
| Cicero's outline | Chapter 30* Run an Agreeable Country |
| Channeling | Orator |
| The period | |
| Exam two study guide | |
| Speaker positions | Resolution Analysis |
| What each speaker generally covers? | Judge's responsibilities |
| Goals, Ethos, Pathos, Logos, Kairos | Burdens |
| Sucking up and Charm | Ground |
| Debate/Lecture Key Terms | 4 Keys to winning a debate |
| Prep Time | Point of Information (and responses) |
| Structure/Times | Point of Order (and responses) |
| Government/Affirmative | Point of personal privilege (and responses) |
| Opposition/Negative | Timeframes and Roadmaps |
| Round and Resolution | Case vs off case |
| Flow | Contentions vs. counter contentions |
| Labeling and numbering arguments | Definitions or Resolution Analysis |
| Ballot/ RFD | Policy: |
| Policy vs. Value | Harms, Plan, Advantages, Disadvantages |
| Definitions | Counterplans |

Solvency-when is solvency use

Why don't we do fact debates in class?

Harms

Evidence-types

Inherency

Evidence-location

Topicality

Decorum-politeness

Spread

How do we answer Topicality?

Value/criteria

Winning strategies

Counter value?

Structural vs attitudinal inherency

How does the opp challenge the value used by the gov?

Status Quo

Commonly used values and their definitions

Cross-apply

Toulmin Model

Turn

How do we write clear claims?

Critique

Syllogism