

Argumentation, as it sounds, is the study of arguments, their components and the analysis of their strength or weaknesses etc. There are many approaches to the study of argumentation but this class takes the debate model as the foundation; a more judicial model with prepared presentations using sound evidence and sound reasoning. The class will engage in many debates. As a result, rather than long lectures, I discuss the material quickly and critique your debates to apply the theory to what we just watched. “We” will practice before grading begins [practice worth one H, received for just doing it]. Thus, you **must** read the texts and listen to me for the directions of what I want you to accomplish in your practice debates. Also note that the class is substantially front loaded on theory; all the reading is due before the last five weeks of class when we begin debating every class. Plan accordingly!

I make no distinction between excused and un-excused absences. Students begin the semester with three [free] Hs for attendance. Student missing a class (class assignments are still due) will lose one H for each absence. Two tardies equal one absence. Except as noted below, late assignments will be accepted with penalties. **Missed quizzes and the final debates cannot be taken/given late, even if the absence is excused!!!!!!** I suggest that you get each others phone numbers and arrange for a switch if an emergency arises. Plan ahead! As a note, SRJC policy now allows me to drop any student who misses more than 10% of the class but I will not be dropping any student that is attending intermittently. Students missing four consecutive class will be dropped at the mid semester report. After that, students will have to drop the class themselves. A missed Final Debate cannot be made up. One missed Constructive Argument can be accounted for by a 10 page paper argument on a subject approved by me or by a 10 page refutation of any argument made by a person in the public domain. All make up papers are due on or before May 1, 2017

There are numerous assignments due during the course of the semester, each with a certain number of Hs available. The possible grades to fill the slots are HHH (A), HH (B), H (Pass), NP (Not Pass), Z (Zero= minus one or two Hs). To receive a Semester **Grade of C**, students must get 60 Hs and at least one H on the final. To receive a Semester **Grade of B**, students must receive 73 Hs and no Zs. To receive a Semester **Grade of A**, Students must receive 85 Hs and no Zs. [Notes: 1) One H is given if students demonstrate a basic understanding of the material and demonstrate some effort on the exercise, organize their material, provide evidence when relevant and/or be confident. A lack of effort or preparation will result in an NP. NP is for bravery, showing up unprepared but doing it anyway to avoid Zs on an assignment. 2) To receive an HH, a student must demonstrate a clear understanding and application of one concept [do something really well; not doing other issues “really well” does not impair the HH but you must demonstrate a basic understanding]. 3) To receive HHH, a student must demonstrate a clear understanding and application of all the issues, [i.e., the student cannot miss any other material issue]. 4) Each assignment has a possible grade of HHH in the schedule above unless otherwise noted. There are 95 Hs possible during the semester (not including extra credit Hs). 5) Students receiving Zs on an assignment, will lose from 1 to 3 Hs from their semester total in addition to losing all grades possible on the assignment. 6) Only the best three quizzes are counted in the 95H total. However, any Hs received on the fourth quiz will be considered extra credit [the only other preplanned extra

credit I offer]. 7) Class participation is my subjective reflection of a student's positive contribution to the class. It will only be used to make close calls on final grades.

Below is a schedule of the material to be covered in class and assignment due dates. The readings (and quizzes) will cover material from, *Critical Thinking Through Debate*, Revised Printing, by Corcoran, Nelson & Perella, with or without supplement (hereinafter referred to as "CTD"). To guide your reading, there are four quizzes. For each quiz, a discrete portion of each text book is assigned below along with study guide questions from *Critical Thinking Through Debate* and lecture that you should have answered in your own mind before the end of class on Monday of the week of the quiz. Approximately 90% of the quiz (and final exam) questions will be drawn from these issues. (The class should obtain an express waiver of any issue if it is not covered, otherwise, it will/may be on the quiz/exam.) The chapters are generally short and concise and should not be a burden (Chapters 7 and 10 of *Critical Thinking Through Debate* are the exceptions). I may/will ask the class for its thoughts on the topic so be prepared to discuss the reading material (although I do like to hear myself talk so there will be lots of lecture). I may allow the quizzes to be taken as a group but with specific preconditions discussed in class.

Students wishing to obtain an A or B for the semester grade will need to meet a higher standard than students wishing to receive a C. Examples of the higher standard is more evidence and better, more flows and with longer debates over more complicated topics. For example, A and B students will debate current public policy issues whereas C students may debate sports teams or favorite cars.

Students are expected to treat each other and me with respect. If you are tardy, do not, under pain of serious wrath, enter the classroom while a student is giving a speech. Disrupting a student speech has been the only time that I have gotten mad in the past. Violators of this rule may find that one of their H's contributed to the interrupted student. Our classroom is difficult to enter subtly so wait until the student is finished speaking, the clapping has begun, and then enter. You may interrupt me while I am blathering but be polite. **Turn off all cellphones!** Violators of this rule may find themselves singing the alphabet song in front of the class.

My office hours are Mondays and Wednesdays from 3:00 to 3:30 p.m. in the Adjunct Instructor office, Maggini 2820. I may also be around the class prior to and after class. I can be reached at mahern@santarosa.edu (but I only check it once a day or so) and at 217-9791. This is my cell phone so do not expect me to answer it during class, at dinner or after 9 p.m. as I usually leave it off, but you should leave a message or text to it.

ASSIGNMENTS:

Resolutions	due:	February 6	3H
Plans	due:	March 6	3H
Practice Debates [3-2-1: four debates worth 1H each]		Jan 23-Mar 6	4H
Journals/Notes		May 10	3H

<p>Evidence Cards:</p> <p>Each student must bring 6 to 12 evidence cards on the debate topics chosen.</p> <p>Individual evidence cards must have:</p> <ol style="list-style-type: none"> 1. a tag line summarizing the evidence if 5 words or less; 2. the author, title, publisher and date clearly typed across the top; and 3. your name at the end of the evidence. (See note 3 below.) <p>Only three slots exist with four turn in dates means that only the best 3 sets will be graded. [H is for 6 pieces of evidence in proper form. HH is for 12 pieces of evidence in proper form and one piece of evidence relaying something significant. HHH is for 12 pieces of evidence in proper form and at least 5 pieces of evidence relaying something significant.]</p>	<p>Due Dates:</p> <table> <tr> <td>Feb 8</td><td>3H</td></tr> <tr> <td>Feb 27</td><td>3H</td></tr> <tr> <td>Apr 5</td><td>3H</td></tr> <tr> <td>Apr 26</td><td>3H</td></tr> </table> <p>[Three Sets Graded]</p>	Feb 8	3H	Feb 27	3H	Apr 5	3H	Apr 26	3H
Feb 8	3H								
Feb 27	3H								
Apr 5	3H								
Apr 26	3H								
<p>Quizzes:</p> <p>There is no midterm exam. Instead, four quizzes will be given covering the lecture material and text material from chapters listed below. Quizzes will contain some tru/false, multiple choice and fill in the blank. Quizzes will be taken in groups. Students will have 25 to 30 minutes to finish each quiz. Groups will be assigned based upon a quick review of notebooks. Expect 15 to 25 questions. Each student must take three (3) quizzes to pass the class. The best 3 of 4 will be graded. Students receiving Hs received on all four quizzes will have the additional Hs added as extra credit (the only other extra credit I offer).</p>	<p>Dates:</p> <table> <tr> <td>Feb 13</td><td>4H</td></tr> <tr> <td>Mar 13</td><td>4H</td></tr> <tr> <td>Apr 10</td><td>4H</td></tr> <tr> <td>May 8</td><td>4H</td></tr> </table> <p>[Three Quizzes Graded]</p>	Feb 13	4H	Mar 13	4H	Apr 10	4H	May 8	4H
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May 8	4H								
<p>Constructive Arguments:</p> <p>One Affirmative and one Negative constructive speech by each student on the topic they will be debating during the oxford debates. Research and evidence is required. Each student will also refute one affirmative and one negative constructives for practice. Students will turn in a flow of their debate and practice flowing other speakers debates. [Time: 4-3-2]</p> <p>Constructive Rebuttals [two rebuttals worth one H each]</p>	<p>Dates:</p> <table> <tr> <td>Mar 6-Apr 3</td><td>10H</td></tr> </table> <p>Your 1st Date:</p> <table> <tr> <td>Apr 3-Apr 10</td><td>10H</td></tr> </table> <p>Your 2nd Date:</p> <p>[3 x 3H +1]</p> <table> <tr> <td>Mar 6-Apr 10</td><td>2H</td></tr> </table>	Mar 6-Apr 3	10H	Apr 3-Apr 10	10H	Mar 6-Apr 10	2H		
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Apr 3-Apr 10	10H								
Mar 6-Apr 10	2H								
<p>Flows [6 flow = H, 12 flows = HH, 26 flows = HHH]</p>	<p>Pkg Due: Nov 2 3H</p>								
<p>1st Final Debate:</p> <p>Two on two research driven debate on a proposition of policy on a resolution determined in advance and approved by your instructor. Topics will relate to public policy. Speakers will have 5 to 8 minutes for constructives and 3 to 4 minutes for rebuttals, depending on class size.</p>	<p>Dates:</p> <table> <tr> <td>4/19 - 5/3</td><td>13H</td></tr> </table> <p>[4 x 3H +1]</p> <p>Your Date:</p>	4/19 - 5/3	13H						
4/19 - 5/3	13H								
<p>2nd Final Debates:</p> <p>Switching sides, two on two research driven debate on a proposition of policy on a resolution determined in advance and approved by your instructor. Speakers will have 5 to 8 minutes for constructives and 3 to 4 minutes for rebuttals depending on class size.</p>	<p>Dates:</p> <table> <tr> <td>5/10 - 5/24</td><td>13H</td></tr> </table> <p>[4 x 3H +1]</p> <p>Your Date:</p>	5/10 - 5/24	13H						
5/10 - 5/24	13H								
<p>Attendance:</p>	<p>10H</p>								

Class Participation/Improvement:

Class participation is a lovely way to make points but do not count on them unless you have actually participated in a positive manner, i.e., helping the class rather than distracting. I use participation points to make close calls on grades.

One H possible (two Hs in extraordinary circumstances; this is in addition to the 3 gifted Hs for attendance)

TOTAL FOR SEMESTER (without Extra Credit).

To receive a Semester Grade of: A, students must receive 85 Hs and no Zs
B, students must receive 73 Hs and no Zs
C, students must get 60 Hs
D, students must get 34 Hs

CLASS SCHEDULE

February 1: First Evidence Packet due! Resolutions Due!

February 6: Quiz 1 (*Critical Thinking through Debate* = CTD) Issues Covered:

CTD Chapter 1

1. What is critical thinking? Why is it important?
2. What is a Debate?
3. What is an assertion? Contradiction? Claim?
4. What are *ethos, logos and pathos*? What is our emphasis in this class?
5. What is an argument? What is an *enthymeme*?
6. How does the protogorean model of debate effect what we do in class? In our larger society? What is *truth*?
7. What is a *resolution*? What is an *affirmative*? A *negative*?

CTD Chapter 2

8. What is the claim tree? What does *clarity* offer in the claim tree? *Jurisdiction*? *Controversy*?
9. What are procedural issues? Are they important?
10. How can terms be defined in a debate? What are the standards for evaluating definitions in a debate?
11. What are the two components of jurisdiction?
12. What are the three types of debatable claims? What are the stock issues for each type? What is *quasi-policy*?
13. What are *definitive* and *designative* issues in a value debate?
14. What are *motive, blame, cure* and *cost* issues in a policy debate? What are your instructors labels for these concepts?
15. What is a *prima facia* case? What is the *traditional* definition? What is the *organic* definition?

CTD Chapter 3

16. What is a *proposition*? A *topic*? A *resolution*? What is the difference between the concepts?
17. What is *presumption*? Is it important in a debate? Who does it benefit?
18. What does *status quo* mean? What is a *discontinuing status quo*?

19. How does presumption differ from policy debates to value (or fact) debates?
20. What does the text mean when it claims: “Unless argued otherwise, presumption is always against the resolution.”?
21. What is **the** *burden of proof*? Who has it? What is **a** *burden of proof*? Who has it?
22. What happens with an initial burden is met?
23. What is the *burden of clash*? Who has it? When? What is *grouping* of arguments?
24. What is a *standard of proof*? What are the common standards of proof? What is the standard of proof in a classroom debate? How does the risk of taking an action affect the standard of proof in a policy debate?
25. What are the guidelines for wording resolutions? (There are six.)

CTD Chapter 5

26. What is *evidence*? *Observation*? *Opinion*? How does *personal experience* or *investigation* affect a debate? What are the problems?
27. Are opponents admissions valuable in a debate?
28. What are the levels of material identified in the text?
29. What are the advantages and/or disadvantages of books, periodicals and newspapers?
30. What are the other types of research material available for a debater?
31. What is an *assertion*?
32. What are the tests of evidence? What are the tests for *reliability*? What are the internal tests of competence? What are the external tests of competence? What is *compurgation* and how does it work?
33. What is the *hierarchy of evidence*? What is the best type of evidence? Worst?
34. How should evidence be used in a debate?

February 13: Resolutions Due!

March 6: Plans Due!

March 8: Second Evidence Packet due!

March 13: Quiz 2: Issues covered:

CTD Chapter 6

35. What are the admonitions from the text about meanings of the words? How can a speaker improve? What is meant by “sexist” language? Ohm? or Ahm?
36. What is “paralanguage”? Is it important?
37. Is eye contact important? Any other nonverbal factors worth consideration?
38. What are frames? What is framing? Is it/are they important? What does it mean to negate a frame?
39. **CTD Chapter 7(Only the questions identified below will be on the exam. No Chapter 8)**
40. What is the difference between deductive and inductive reasoning? Why is induction important?
41. What is a categorical syllogism? What are the moods? Can you mix and match the moods to create syllogism? How? What would be the reason?

42. What is *soundness*?
43. What is a conditional syllogism? What is an valid/invalid conditional syllogism?
44. What is a disjunctive syllogism? (Does “or” mean “and” really?)
45. What are the four rules for a valid syllogism?

CTD Chapter 15

46. What are the stock issues for policy debates? Motive (harm/benefit & significance), Blame (cause: inherency, 3 types and permanence) Cure (plan; fiat) Cost (solvency and advantages)
47. What are the five planks of a plan?
48. What is a needs analysis case? A comparative advantage case? Goals case (value???) Alternative Justification case?
49. What are the negative strategies identified in the text? (Defense of the status quo; minor repair; counter plan; reliance on presumption)
50. What is a disadvantage? When and How should the be run?
51. What is topicality? Is it important?

Affirmative Constructive Debates: March 8 - 27

Negative Constructive Debates: April 3 - 12

April 5: Third Evidence Packet due!

April 10: Quiz 3. Issued covered:

CTD Chapter 9

52. What is an inference? What is reasoning?
53. What is critical thinking? Is it important? Why?
54. What is a syllogism? What is an argument? What is an enthymeme? Why distinguish between an enthymeme and a syllogism? Is the distinction important?
55. Toulmin models the enthymeme well.
 - a. What are three main elements: data/grounds? claims? warrants?
 - b. What is a warrant? generalization warrants? analogy warrant? causative warrant?
 - c. What are the three additional elements? (Backing? Qualifiers? Reservations?)
 - d. What is the difference between data and backing?
 - e. What are three types of evidence from the text?
 - f. What are the three types of warrants?
56. What is the difference between inductive reasoning and deductive reasoning?
57. What is an argument by Analogy? Causal? Example?
58. What are “stock issues” in argument theory? Policy stock issues? Value stock issues?
59. What should the relationship between logical and emotional (*ethos* and *logos*) appeals be in a speech? Which is more important? Where should emotional appeals be placed? Always?
60. What are the tests for warrants of generalization? analogy? causation?
61. What are the three types of warrants identified in lecture?
62. How important is ethics to effective reasoning?

63. How do conceptual metaphors impact on our reasoning?

CTD Chapter 10

64. What are the fallacies identified in the text? What are the stock issues for each, if applicable?

CTD Chapter 11

65. What does it mean to deny the argument?

66. What does it mean to diminish the argument? What is a turn-around? How do you show that the argument is irrelevant to the resolution? What are mitigating arguments? Contradictions? Lack of impact? Links?

67. What does it mean to disbar the argument? Question the warrant? The authority? Recency of evidence? Opponent's logic?

68. What are the four steps to refutation?

69. What is preempting an argument?

70. What are the five steps in counter refutation?

71. What are the common errors in refutations? Thresholds? Non-unique? No impact? Turn-around? Conditional?

May 3: Fourth Evidence Packet due!

May 8: Quiz 4. Issued covered:

CTD Chapter 4

72. What is the speaking order in debate? (Parliamentary and Cross-Examination.)

73. What is *parliamentary* debate? What are the positions called?

74. What are *points of information*? What are the nine rules for points of order? What are *Points of order*? What are the four violations?

75. What are *points of personal privilege*? *Points of clarification*? *Heckles*?

76. What is *cross-examination* debate? How is it different from parliamentary?

77. What is *preparation time*? What is the text's suggestions for using it?

CTD Chapter 12

78. What can a good cross-examination accomplish?

79. What are controlling questions? What are leading questions? What are loaded questions?

CTD Chapter 14

80. What is a criteria? Is it important? Where can you find criteria?

81. What does it mean to apply the criteria to the arguments?

82. Can categorical syllogisms be helpful to value debates? How?

83. What are the negative strategies? Stock issue refutation? Off-case arguments

LAKOFF/DAMASIO/WESTEN

84. What are "Conceptual Metaphors?" (Be able to identify the two to three main conceptual metaphors discussed in lecture.) How does a conceptual metaphor work?

85. What are the two main political frames? What is "Strict Father?" What is Nurturant Parent?" Which is your model? When? Where?

86. What is "mutual inhibition?" Is it important?

87. What is hypocognition?
88. What are networks of association?
89. What is the “Somatic Marker Hypothesis” How can this help a debater?

Final Debates: Nov 16-30 and Dec 7-21 (The scheduled final exam day will be used for debates and will count as two class days for attendance purposes)

Miscellaneous Notes:

- All written assignments are to be typed, double spaced using a 12 point type, on white paper with one inch margins, stapled together without a cover page (no folders) and with the students name and assignment description on the top of the first page.
- “Evidence” must include citations allowing me to find the citation but can be pasted onto the paper. Evidence Packets must be turned in on 5 by 8 cards or in landscape format on plain paper with 4 pieces of evidence on each page.
- Example of Evidence Cards identified above:

Social Security Solvent for 40 years

PAUL KRUGMAN (Princeton Economist and NYT Op Ed writer) in New York Times, January 4, 2005

(<http://www.nytimes.com/2005/01/04/opinion/04krugman.html?oref=login&n=Top%2fOpinion%2fEditorials%20and%20Op%2dEd%2fOp%2dEd%2fColumnists%2fPaul%20Krugman>)

“...by law, Social Security has a budget independent of the rest of the U.S. government. That budget is currently running a surplus, thanks to an increase in the payroll tax two decades ago. As a result, Social Security has a large and growing trust fund.

When benefit payments start to exceed payroll tax revenues, Social Security will be able to draw on that trust fund. And the trust fund will last for a long time: until 2042, says the Social Security Administration; until 2052, says the Congressional Budget Office; quite possibly forever, say many economists, who point out that these projections assume that the economy will grow much more slowly in the future than it has in the past. (MWA)