

SPEECH 3 SYLLABUS

Ahern/Fall, 2017

Office Hours: M/W 11:45 to noon in Analy Temp 686 or by arrangement

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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 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 where you receive an H just for doing it [ala “Nike”]. 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! The following is an explanation of procedures and grading; subject to amendment.

1. There are various assignments in this class including debates, assignments, exams/quizzes and notebooks. Keep track of your scores in the areas below.

2. CLASS REQUIREMENTS

Assignments:	Total Hs	Length	Due:	Org	Analys	Evid	Refute	Conf
Practice Debates	6H	2-3 min	8/28	1H ea	¶			
Resolutions/Plans/Flows	9H	3H	10/4	3H	11/2	3H		
Evidence	9H	3H ea	9/6	10/11	11/8	12/6		
4 QUIZZES/Evaluation	9H	¶ 11	9/11	10/9	11/6	12/4		
Notes 1/Notes 2	15H	¶ 7	10/25	8H	12/13	7H		
Affirmative Constructives	10H	3-5 pgs	10/18	3H	3H	3H		H
Negative Constructives	10H	3-5 pgs	11/1	3H	3H	3H		H
1 st Final Debates	13H	¶	11/20	3H	3H	3H	3H	H
2 nd Final Debates	13H	¶	12/6	3H	3H	3H	3H	H
Attendance	10H							

A = 90 Hs B = 78 Hs C = 60 Hs D = 50 Hs

3. **Grading:** 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. To receive a Semester **Grade of B**, students must receive 78 Hs and no Zs. To receive a Semester **Grade of A**, Students must receive 90 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 101 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.

4. 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
5. **Attendance [10Hs]:** 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 made up if missed, 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 Students that do not attend the 2nd class meeting will be dropped from the class roster unless they notify me that they want remain in class prior to the 2nd class meeting. Bottom line, attending class is good.
6. Class participation is essential to really grasp the material (repetition is the key to education). In addition, class participation will help the “bubble” students (students almost getting a grade but being one H short). I grade class participation on a purely subjective basis. If you attend all classes and participate in discussions, ask questions or otherwise help the class to progress, I will help you over the bubble. I also give extra credit for improvement. Get better and you may be helped over a bubble.

7. **The readings** (and quizzes) will cover material from, *Critical Thinking Through Debate*, Revised Printing, by Corcoran & Nelson, 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. The chapters are generally short and concise and should not be a burden (Chapters 7/8 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 require the quizzes to be taken as a group but with specific preconditions discussed in class.
8. **Quizzes [9 Hs]**: 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
9. **Notes 1/Notes 2 [15Hs]**: Journals must be written in “Composition Books” to receive credit. Notes are daily entries of students with a specific focus on important theories and application of theory to the exercises that might have been conducted. They must be legible. Notes may be brought into the quizzes for reference.
10. **Evidence Cards [9Hs]**: Each student must bring 6 to 12 evidence cards on the debate topics chosen. Individual evidence cards must have:
 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.)
 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.]
11. **Constructive Arguments [20Hs]**: 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]
 Constructive Rebuttals [two rebuttals worth one H each included in practice debates]
12. **1st Final Debate [13Hs]**: 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.

13. **2nd Final Debates [13Hs]:** 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.
14. 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.
15. My office hours are Mondays and Wednesdays from 11:45 to 12:00 p.m. in the Adjunct Instructor office, Amaly Temp 686. 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.
16. **Original Scholarship** means that the students must write the presentation by him, her or themselves. Assistance may be obtained on ideas etc., but the presentation cannot be written in whole or in part, by any other person or entity without attribution to the original source. This means that sources and ideas must be attributed within the presentation itself. Failure to attribute is/may be plagiarism which will/may subject the student to serious penalties including, but not limited to, losing all credit for the assignment, plus any penalty for not completing the assignment and/or referral to the Dean for further academic punishment. Do not take an idea or fact from another person or entity without attributing the original source.
17. Note that the class is substantially front loaded on theory; the bulk of the reading is due before the 12th week of class. Plan accordingly!
18. Emergency procedures will be discussed in class.
19. Upon completion of the class, students will be able to:
 1. Identify the basic logical precepts and traditions of argumentation in the Western rhetorical tradition.
 2. Recognize, identify and construct the three traditional types of propositions of fact, value and policy.
 3. List and explain the traditional prima facie elements for propositions of fact, value and policy.
 4. List and explain the strategies for supporting and opposing debate resolutions.
 5. List and explain the techniques of refutation.
 6. Identify and utilize the principles of effective and efficient research in preparing arguments to support or oppose a debate resolution.
 7. Identify different types of evidence that may be used to support arguments.
 8. Compare and contrast inductive and deductive reasoning.

9. Compare and contrast different patterns of reasoning including example, analogy, causal and sign reasoning. 10. Recognize and identify logical fallacies.
11. Demonstrate the use of outlining to construct cases that support or oppose a debate resolution.
12. Participate in in-class oral debates emphasizing the employing the argumentation principles.
13. Identify competing paradigms for evaluating a debate.
14. Critique a debate, either oral or written, and provide a ballot stating reasons for a decision in accordance with accepted evaluation.

FALL 2017 CLASS SCHEDULE: QUIZZES & ASSIGNMENTS [Monday/Wednesday]

Aug 28 - Oct 4	Practice Debates
September 6	1 st Evidence Packet Due
September 11	1 st Quiz: Chapters 1, 2, 3 & 5
September 18	Resolutions Due
October 2	Plans Due
October 4	2 nd Quiz: Chapters 6, 7 & 15
October 9	Affirmative Constructives Begin
October 11	2 nd Evidence Packet Due
October 25	1 st Notebook Turn in Date
November 1	Negative Constructives Begin
November 6	3 rd Quiz: Chapters 8, 9 10 & 11
November 8	3 rd Evidence Packet Due
November 20	1 st Final Debate Rounds Begin
December 4	4 th Quiz: Chapters 4, 12 & 14
December 6	2 nd Final Debate Rounds Begin
December 6	4 th Evidence Packet Due
December 11	2 nd Notebook Turn in Date
December 20 @ 1 p.m.	Final Period: Oxford Debates

Official Outline Format:

I.	Intro	III.	2 nd Main Point	V.	Conclusion
	A. Attn Getter		A. Subpoint		A. Review
	B. Thesis		1. SubSubpoint		1.
	C. Preview		2. SubSubpoint		2.
	1.		a. Subsubsubpoint		3.
	2.		b. Subsubsubpoint		B. Concluding Remarks
	3.		B. Subpoint		
II.	1 st Main Point	IV.	3 rd Main Point		
	A. Subpoint		A. Subpoint		
	B. Subpoint		B. Subpoint		

Note B: Evidence Cards should be formatted as follows:

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)