



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from *Class Search/Course Catalog*.

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>Hugh Downs School of Human Communication</u>
Subject	<u>COM</u>	Number	<u>222</u>
		Title	<u>Argumentation</u>
		Units:	<u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course _____	

Requested designation: Literacy and Critical Inquiry-L
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Belle A. Edson Phone 5-8264
 Mail code 1205 E-mail: bedson@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Linda Lederman Date: _____
 Chair/Director (Signature): Linda C. Lederman

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 10px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 10px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 10px;">C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
COM	222	Argumentation	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	70% of course is written + verbal work gathering + evaluating evidence + argument	Grading Schema Research Paper Debate judging x2 Letter to the Editor Debate research
C2	3 major assignments + several smaller ones all require critical evaluation of evidence + argument.	Research Paper 2 judging reports Letter to the Editor 2 debates
C3	3 major assignments each requiring substantial research + evaluation.	Research Paper Parliamentary Debates Policy Debates
C4	Assignments build from small argument + evidence evaluation, to larger assignments. Instructor feedback between assignments.	Tentative Schedule SPAR Debates Parliamentary Debates Policy Debates Research Paper

[L] Criteria justification for Argumentation (COM 222)

Criterion 1 [C-1]:

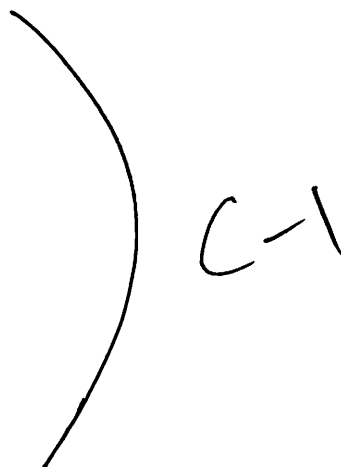
Out of 1000 points, 375 points come from written assignments and additional 325 come from speaking assignments, making the total 70% written and speaking assignments. Breakdown as follows:

Written Assignments (375 total points):

Debate Research	25pts (2.5%)
Policy Judging	25pts (2.5%)
Parliamentary Judging	25pts (2.5%)
Resolved Reaction Paper	50pts (5%)
Letter to the Editor	50pts (5%)
Research Paper	200pts (20%)

Speeches (325 total points):

Introduction	25pts (2.5%)
SPAR Debates	50pts (5%)
Parliamentary Debates	100pts (10%)*
Policy Debates	150pts (15%)*



*These starred assignments are group debates (one 2 person team debates another 2 person team). However, each student is required to submit research (see debate research written assignment above) and each student speaks for the same length of time. Thus, each student must independently gather, interpret, evaluate evidence, and prepare a summary.

Criterion 2 [C-2]:

The written and speaking assignments in Argumentation require gathering, interpreting, and evaluating evidence. The core lesson of the class is that arguments depend on the quality of the evidence. As a result, evidence gathering and evaluation are the skills developed throughout the course. Each of the major assignments and several of the lesser assignments are designed to work on these skills.

The Research Paper is a 15-20 page assignment that requires students to research and defend an argument, including citing 20 scholarly sources and responding to counter arguments to the paper's thesis. The argument the students select must be a socially significant topic, they must provide a large number of scholarly sources to back up the argument, and they are required to respond to at least 2 counter-arguments from the literature they are researching. This written assignment is the culmination of the entire semester's worth of training in argument and evidence evaluation. The process of evaluating and selecting arguments before debates, assessing evidence quality in real-time during the debates, and writing judging reports after observing debates, the students now deploy all of their argument evaluation skills to a very in-depth treatment of a singular argument for some aspect of policy or society that we should change.

The two major debates in the course—Parliamentary and Policy Debates—are exercises in argument and evidence evaluation. Both assignments require the students to do extensive research before the debate to determine what the best evidence is for each side. In the case of the Parliamentary debates,

students will not know which side they are defending until the last minute, so they must evaluate quality on both sides. In the case of the Policy debates, they must produce a large amount of evidence from experts in fields of study relevant to the topic at hand. The topics for both debates are significant socially, economically, and/or politically and are assigned by the instructor. Students are assigned particular sides of the topic, regardless of their personal beliefs. Because students are required to research expert arguments to support their side of the topic, even when their particular beliefs might align with the side of the topic they receive, they cannot simply rely on their personal opinions or anecdotes to evaluate the arguments.

In addition to these 3 major assignments, students are also asked to evaluate the evidence/arguments deployed by their peers. In response to both Parliamentary and Policy debates they observe, students must declare a winner by writing a 1-2 response that evaluates which arguments were more effective with a justification for their conclusion.

The Letter to the Editor assignment requires students to identify an argument with poor evidence, then write a response to the publication that highlights the problems with the evidence used for the initial argument.

Criterion 3 [C-3]:

Argumentation has 3 writing/speaking assignments that are substantial, in-depth projects. The Parliamentary Debates, Policy Debates, and Research Paper each require a great deal of work over a sustained period of time, including either lengthy presentations (in the debates) or page requirements (in the case of the research paper).

The Parliamentary Debates require students to prepare on a topic weeks in advance, then engage in a debate in front of the class where each student speaks for a minimum of 6 minutes. The twist is that the students do not know which side of the topic they will defend until the final hour before class –thus, they must prepare for both sides. During these debates, the students must write down their opponent’s arguments, then adapt their knowledge of the subject to adequately respond to their opponents’ claims in subsequent speeches. Although Parliamentary Debates do not require citation of expert evidence during the course of the debate, students are required to submit their summaries/notes at the end of the debate. Students are also required to write Judging Evaluations of other debates that they observe during class.

The Policy Debates require students to prepare on a topic weeks in advance, then engage in a debate in front of the class where each student speaks twice, for a minimum of 8 minutes. This format of debate also requires students to answer questions about their arguments over a 2-3 minute period after their speeches. During these debates, the students must write down their opponent’s arguments, then adapt their knowledge of the subject to adequately respond to their opponents’ claims in subsequent speeches. Policy debates require that the students substantiate each of their arguments with evidence from experts in the field of study. A substantial portion of this assignment is the evaluation of evidence on both sides of the issue. Before the debates, the students need to be familiar enough with evidence used on both sides of the topic to assess which arguments are strong and which are weak. During the actual debate rounds, the students are asked to evaluate the strength of the opponents’ evidence as a way of indicating to the audience which is stronger and which should be believed. As with the

Parliamentary Debates, students are all required to writing Judging Reports on debates other than their own that they observe in class.

The Research Paper requires students to invested weeks of research into an argument of their choosing. In order to defend the thesis they select, students must provide 20 scholarly sources defending the overarching argument (as well as the many subpoints they use to defend the thesis). Students are additionally required to identify, describe, and subsequently refute arguments made by experts that disagree with the thesis of the paper. This requirement to refute opposing arguments is designed to create student engagement with opposing viewpoints and encourage evaluation of those viewpoints.

Criterion 4 [C-4]:

The structure of the debates in the course is designed specifically to provide instructor feedback as the difficulty and intensity of the debates increases. The SPAR debates ask students to get used to the format of standing in front of the class debating over various every-day sorts of topics. The instructor provides feedback on these debates. In subsequent weeks, the students tackle the Parliamentary Debates, which increase the speaking times, ask the students to consider the topic for a longer period of time before the debates, require students to evaluate other debates they observe, and submit research/argument notes at the end of the debate. After the instructor provides feedback on these debates, there is one final set of debates. These debates require students to submit a substantial amount of research in the form of quoted sections from books or articles written by experts in the field. These debates require greater speaking times for each student, ask the students to submit documented research, require students to answer questions for 2-3 minutes after their main speeches, and asks them to write evaluations of other students' arguments from debates they observe. After this final set of debates and instructor feedback about the argument qualities and evidence evaluation, the students write a lengthy research paper that asks them to put together everything that they've learned in a prolonged defense of an argument of their choosing. This argument must be defended with an abundance of scholarly research and must refute counter-arguments.

Com 222 Argumentation Course Description

Philosophical, theoretical, and ethical foundations of argumentation, including a comparison of models of advocacy and evidence.

COM 222 Argumentation

Instructor: Adam Symonds (asymonds@asu.edu)
Phone: 480-338-5624
GTalk: symonds77
Course Location: STAUFF A114

Office Hours: 10:30-11:30am Tues. and by
appointment
Twitter: acsymonds
Office: Stauffer A476

Required Reading and Materials:

Herrick, J. A. (2011). *Argumentation Understanding and Shaping Arguments*. Fourth Edition. State College, PA: Strata.

Various media that cover current events, including television, newspapers, magazines, online news, blogs, etc.

Course Objectives:

1. To be able to define argumentation, understand its structure and components, and be aware of how it is used in society.
2. To understand principles of analysis, case building, and refutation, and be able to apply these skills.
3. To understand and be able to critically evaluate aspects of argumentation, including evidence and reasoning.
4. To be able to effectively present arguments and to be a more critical decision maker.

Course Assignments:

Exams (200 total points):

Exam #1	100
Exam #2	100

Speeches (325 total points):

Introduction	25
SPAR Debates	50
Parliamentary Debates	100
Policy Debates	150

Assignments (275 total points):

Debate Research	25
Policy Judging	25
Parliamentary Judging	25
<i>Resolved</i> Reaction Paper	50
Letter to the Editor	50
Participation	100

Research Paper 200

C-1

Grading Scale:

A+: 970-1000	B+: 870-899	C+: 770-799	D+: 670-699
A: 930-969	B: 830-869	C: 730-769	D: 630-669
A-: 900-929	B-: 800-829	C-: 700-729	D-: 600-629

Letter to the Editor Assignment (50 points)

Letters to the editor are a form of audience feedback for newspapers and magazines and an excellent outlet for you to exercise your new found knowledge about argument and argumentation. Publications often print a few of the letters received from readers. Letters usually agree or disagree with something printed earlier in the publication. Occasionally, letter writers point out additional information or direct readers to other sources of information. MOST letters directly relate to something published previously in the publication. Strive to bring a new or interesting perspective to the issue, instead of rehashing the same old tired debates. Most publications accept letters via snail mail, fax or e-mail.

ASSIGNMENT REQUIREMENTS

- Study letters to the editor in the newspaper or other appropriate source of your choice.
- Write a letter to the editor on a current topic of interest to you.
- Your letter should **make an argument** in response to a particular article in the newspaper or periodical you select.
- The letter may be mailed, faxed or e-mailed to your newspaper.
- Your letter must be typed, double-spaced and error-free.
- It should be addressed properly. Follow the format suggested/required by your source.
- Your letter should be between **200-300 words**.
- You will be graded on mechanics, content, and the strength of your argument.
- It is your responsibility to submit your letter. I am not going to mail your letters.
- If the publication publishes your letter and you bring me a copy of the printed version, you will get a 10-point bonus.

Here are some tips to make your Letter to the Editor more effective and increase your chances of getting published:

- Write about a current topic. Base your letter on something published in the publication to which you are submitting a letter.
- Address the letter this way: **Editor:**
- Reference the article you are writing about (Re: "Problem with teens" Oct. 22)
- State the problem simply.
- Write simple, clear sentences.
- Give specific comments or suggestions. "Officials should put the PGA Village up for a vote" is better than "All politicians are thieves."
- Give some credence to the opposing side when making your argument.
- Do some research before you write. Specifics are preferable to generalities. "Seventy-five percent of students entering college need a least one remedial course" is preferable to "High schools fail to prepare students for college."
- Follow the submission policies of the publication. Editorial staffers must have a way to verify the letter to avoid pranks and false submissions. The editors often check to verify the identity of the letter writer and call to get permission to print the letter.
- Write a letter worthy of your name. Sign the letter and expect your name to be printed. Most publications do not run unsigned letters or use initials.

- **Parliamentary Debate and Judging Assignment**

- **The Speech (100 points):**

- This assignment is to participate in a parliamentary style debate in class. You will be allowed to choose a partner, and will randomly be assigned a side of the debate. You and your partner can decide which speaking positions you will do.
- Parliamentary debate does not allow the use of outside, quoted materials. This means that the arguments you use in the debates will use examples, premises, and personal testimony as evidence to back up your claims. Only general information can be used, not specific quotations. Of course, you are expected to be familiar with your topics and may need to do some background reading before your debates.
- Parliamentary debate also does not allow you to write out your speeches before you arrive. In competition, you don't receive your topic until 15 minutes before competition. In this class, you will get your topic earlier but you still can't write out your speeches. Notes will be allowed, but I will collect them to confirm that you haven't written a manuscript for your speech.
- The two teams are made up of 2 people each. One side will be the "government" and will say the resolution is true. Each government person will have one of two roles: the prime minister and the member of the government.
- The other team will be the "opposition" and will negate the resolution and what the government says. Each opposition person will have one of two roles: the leader of the opposition or the member of the opposition.

- The speaking order and times are as follows:

- 1. Government Prime Minister Constructive 5 minutes
- constructs the case using the stock issue approach of harms/ill/plan/cure
- 2. Leader of the Opposition Constructive 5 minutes
- Refutes the case
- 3. Member of the Government Constructive 5 minutes
- Re-establishes the case
- 4. Member of the Opposition Constructive 5 minutes
- Refutes the case, argues why it is bad
- 5. Leader of the Opposition Rebuttal 3 minutes
- Summarizes the main arguments
- 6. Government Prime Minister Rebuttal 3 minutes
- Summarizes the main arguments

- The resolution will be determined by the end of class today. You will find out your side on the resolution the day of the debate, the just before you debate.
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- Interactive aspects of parliamentary debate:

- 1) Audience participation

- As in the English parliament, the audience is allowed to participate by clapping, heckling, nodding agreement or disagreement during the speeches. Often competitors will say “shame, shame” if they find something a person says shameful or “hear, hear” if they agree. You are expected to be a participating member of the audience, but not a distraction.

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- 2) Point of information

- Unlike other types of debate, there is not a set aside period for questioning your opponents. Instead, if you have a question for the other team you can stand up and ask them DURING their speech time. You can only do this 2 times per speech given by the other team and you CANNOT ask any questions during the last 2 rebuttals.

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- Grading:

- This speech is worth 100 points. You will be graded on your overall persuasiveness, the quality and quantity of arguments advanced, and your precision in refuting the opponents’ arguments.

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- For more information:

- If you want to read more about the history of or format of parliamentary style debate: go to <http://www.bethel.edu/Majors/Communication/npda/parliamentary.html> and read the chapter written by Robert Trapp about parliamentary debate. However, be aware that I have made a few restrictions for the class assignment that are not true in competition (for example, I have limited the times). You are not expected to read this page and will not be tested on its material, but it may help you.

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- **Parliamentary Judging Assignment (25 points):**

- Since audience participation is an important aspect of parliamentary debate, this assignment is designed to get you involved in the speeches by making you an actual judge. You will judge **one** other debate from the day that you debate. You will write **1 full page** in which you (a) declare a winner (b) identify and evaluate arguments that led you to your choice of victor (c) offer constructive criticisms/ways for the speakers to improve.

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- EXAMPLE RESOLUTIONS

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- 1. This House believes that athletes should retire at the top of their game.
- 2. This House rejects distance learning in higher education.
- 3. This House would support the idea that security is more important than privacy.

C-1
C-2

- 4. This House would contemplate rather than act.
- 5. This House would limit the cost of election campaigns.

Policy Debate Assignment

This assignment is to participate in a policy debate in class. We will have two person teams and each team will take one side of the resolution. We will debate on a more focused version of the national college debate topic, (previous year example:) **Resolved: that the United States should increase investment in renewable energies.**

The time limits and order for the speeches will be as follows:

1 st Affirmative Constructive –	7 minutes
C-X by the 2 nd Negative -	3 minutes
1 st Negative Constructive -	7 minutes
C-X by the 1 st Affirmative -	3 minutes
2 nd Aff Constructive -	7 minutes
C-X by the 1 st Neg -	3 minutes
2 nd Neg Constructive -	7 minutes
C-X by the 2 nd Aff -	3 minutes
1 st Neg Rebuttal -	4 minutes
1 st Aff Rebuttal -	4 minutes
2 nd Neg Rebuttal -	4 minutes
2 nd Aff Rebuttal -	4 minutes
Aff Preparation time	5 minutes
Neg Preparation time	5 minutes

TOTAL: 66 minutes

Each team must compile quotations from qualified sources to help make their positions. Grading will be done on the quality and quantity of the evidence used, evaluation of evidence from the opposing side, precision of

refutation, and overall persuasion. You must read at least **three** of the pieces of evidence you turn in for the evidence assignment during the course of the debate.

The debate is worth 150 points.

Debate Evidence Assignment – 25 points

Each person must create 10 pages of debate briefs on the resolution that are on their side of the question (either affirmative or negative).

Each set of briefs must have at a minimum 5 total quotations.

Each set of briefs must present quotations from at least three different articles.

Each quotation must be properly cited, with the author’s name, qualification, title, place of publication, date, and page number.

Each quotation must be “tagged” at the top, where the tag is a one sentence summary of the major claim in the evidence.

Each brief needs to have your name on it,

Your debate briefs are due by midnight, via email, the day of your debate.

Debate Judges – 25 points

You will be the judges for the other debates. Each judge will vote for what team they think won the debate. You will need to come up with a **1-2 page** typed justification for your decision. You should address specific arguments brought up in the debate on both sides, evidence used, speaking style, cross-examination, etc. You should take careful notes of the debate and refer back to them when making your decision. You only need to judge one other debate.

Research Paper Assignment

200 Points Possible

Purpose: The primary objective of this essay is to persuade your audience, either by reinforcing or altering the audience’s attitudes, beliefs, values, and behavior, or by suggesting new attitudes, beliefs, or values to your audience.

C-1
C-2
C-3
C-4

Page Limits: The essay should be between fifteen and twenty pages in length. If the essay either exceeds twenty pages or is under fifteen pages, your grade will suffer.

Topic Selection: Select a topic that meets the following criteria: (1) is socially significant and (2) you find the topic interesting. You should be able to construct a sound argument about your topic.

Organization and written outline: Your essay should include one overall thesis, with several main points supporting that thesis. The thesis should make a clear argument and your main points should support that position. You should also identify at least two opposing arguments to your main point and respond to these arguments. You must also turn in a bibliography of all sources used in your speech. Please use APA style. You must have at least twenty scholarly sources in the paper.

Grading: You will receive a total of 200 points for this assignment. Your essay should include each of the following and you should edit your paper before turning it in.

- An introduction that gains attention of the audience, takes a clear argumentative stance, and previews your main points.
- Supporting evidence for each of the main points.
- A conclusion that reviews the main points and makes the argument memorable.
- Credibility established through *appropriate, well-cited sources*.
- You should take a clear stance on your issue and make a strong argument using the strategies and theories we have discussed in the course

Course Expectations:

1) Attend class regularly. Every class session will provide unique and useful information. If you do not attend class, you will quickly fall behind.

2) Sign In: At the beginning of each class, I will send around a sign-in sheet. After the first 10 minutes of class have passed, the sheet will no longer be available for you to sign. You may not sign in for other people in the class.

- 3) **Attendance:** You are permitted 2 class absences, no questions asked. After that, each unexcused absence will cost you 10% of your overall grade. The only excused absences are for Religious Holidays, University Sponsored Events (academic or athletic team competitions for instance), and extreme illnesses or emergencies. You will need to provide documentation for any of these three reasons. If you are going to miss class for Religious Holidays or University Business, you need to inform me at least 1 week in advance of your planned absence.
- 4) **Turn off your cell phones before every class.** Do not text during class. If you have an emergency that requires you to respond to your cell phone, excuse yourself from class and do so. Few things are more annoying and detrimental to class productivity than the ringing of a cell phone.
- 5) **Come to class prepared, on time, and ready to learn.** If the class has to cater to anyone that has not read the material, it will slow everyone down. Lack of preparation will be reflected in your participation score. Don't expect to spend the entire time on Facebook or the internet. This class requires active participation and learning.
- 6) **Turn your assignments in on time.** Assignments are due at the beginning of the class identified in the syllabus or on the assignment handout. Turning an assignment in at the end of class is the same as turning it in a day late – this will result in a 10% reduction in the total possible grade. Each day that an assignment is late after the first day, another 10% will be deducted from the total possible score.
- 7) **Laptop use is only permitted for note taking.** You are welcome to take notes on your laptop, but if you intend to sit in the back of the classroom, play around on facebook, and pay no attention to class, you will be barred from using laptops in the class in the future.

Student Conduct:

ACADEMIC INTEGRITY/PLAGIARISM

ASU policy states “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.” For more information see <http://provost.asu.edu/academicintegrity>.

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. “Plagiarism” means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Plagiarism and cheating on assignments may result in failing this class, suspension, or expulsion. “All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism” are prohibited conduct as outlined in the Student Code of Conduct and will be taken very seriously. To further review the Code, please refer to the following ASU website: www.asu.edu/aad/manuals/sta/sta104-01.html. Copies of the Student Code of Conduct can also be obtained on the first floor of the Student Services Building.

HARASSMENT

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

- Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111
- Polytechnic campus: Administration Building suite 102, 480-727-1060
- Tempe campus: Student Services Building room 263, 480-965-6547
- West campus: UCB 301, 602-543-8152

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Accommodations:

DISABILITY ACCOMMODATIONS FOR STUDENTS

Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus (<http://www.asu.edu/studentaffairs/ed/drc/>).

It is the student's responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

RELIGIOUS ACCOMMODATIONS FOR STUDENTS

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

Example Weekly Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
August 23	Syllabus	Speeches of Introduction
August 28	Introduction to Argument/Ethics	Chapters 1, 4, & 5
August 30, Sep 4	Structure, Refutation and Flowing	Chapters 2, 3 Letter to the Editor Assigned
September 6	Rebuttals	SPAR Debates assigned
September 11, 13	SPAR DEBATES	
September 18	Argument Validity	Chapters 10 & 11 SPAR judging due
September 20	Definitions and Ambiguity	Chapters 12 & 13
September 25	MIDTERM	
September 27	Types and Tests of Argument #1	Chapters 14 & 15
October 2	Types and Tests of Argument #2	Chapters 16 & 17 Letter to the Editor Due
October 4	Fallacies	Chapter 18
October 9	Fallacies (continued)	
October 11	RESOLVED	
October 16	NO CLASS, FALL BREAK	
October 18	RESOLVED	
October 23	Parliamentary Debate	
October 25	Audience Adaptation	Resolved Reaction Papers Due
October 30	Disadvantages	
November 1	Counterplans	
November 6, 8, 15 November 20, 22	PARLIAMENTARY DEBATES THANKSGIVING BREAK	
November 27	Policy Debates	Ch 19, Policy Debate Manual Policy debates assigned
November 29	Argumentative Evidence	Chapters 6-9 Resolved Reaction Papers Due
Dec 4, 6, 11	POLICY DEBATES	

Final Exam: Thursday, December 13th, 7:30-9:20am
Parli Judging, and Final Papers due by Midnight Sunday, December 16

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