

ARGUMENT/PERSUASION/DEBATE

Classical Rhetoric/Modern Media

Revised (7/09)

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Required:

Texts: From Critical Thinking to Argument Second Edition \$20

ONLINE articles: You MUST be internet savvy, be able to use library online resources, videos, and download articles at home or in school. These articles are required and if you don't read them you will FAIL.

Internet access

Ability to respond to email messages

Use of WEBCT for information

instructor website: www.columbiastate.edu/lenig



Some theorists of argumentation seem to believe that we should consider the purpose of argumentation to be persuasion. Although persuasion is a purpose of argumentation on some occasions, we must recognize that argumentation can and does fulfill another equally important purpose, namely inquiry.

- Jack Meiland, Argument as Inquiry

- Course Description. This is a course of discovery. Through the analysis of a particular kind of communication - argumentation we will attempt to reveal the means of persuasion available to those who wish to influence others. Such a revelation will serve us well in daily life because it will help us to understand the ways in which people attempt to persuade others, whether they choose to argue, by giving reasons, or persuade in other, sometimes less open ways. It should also enable us to become more discriminating consumers of arguments designed to influence us as well as more careful employers of arguments we might use to influence others.

The course will be divided between understanding argument through analysis and practicing argument. Diverse media will be examined, including written and oral discourse, film, and a variety of sources available on the internet. The dual emphasis throughout will be on the function of argument as a form of persuasion, by which communicators attempt to convince others, and as a form of inquiry, through which communicators assess the strength of their own convictions. through communication both ORAL and written.

* Assignments. Each class meeting indicates not only topics for discussion but also readings or other preparation that must be done for the next meeting. Although the materials listed are the primary materials to be covered, they are not the only materials that may be covered. Other materials, especially items of current interest, such as editorials and other expressions of journalistic opinion, will be used to supplement readings in a number of our class meetings. This means that the schedule is a necessary but not sufficient guide for your participation in this course. Consistent attendance is still the best way to stay informed of stated as well as new developments.

* Internet Use. You will notice that we will draw some of our materials from the Internet and take advantage of texts that are available through the Guttenberg Project. This has a great many advantages both to you and to me. I will assume that you are able to locate these sources if given the appropriate URL (uniform resource locator), which you will find in boldface in the assignments below. Should you have any difficulty, you can always go to my Faculty Web Page and follow the links I have provided from "Courses."

Assignments are described in more detail in the assignments area.

1000 points possible (1000-900:A; 899-800: B; 799-700: C; 699-600: D; 599-below: F)



POLICIES:

ATTENDANCE: There are 32 class meetings.

No leaving class early/no arrival late.

10 points deducted EVERY TIME a student leaves early or arrives late.

One unexcused absence drops a letter grade.

Two unexcused absences: two letter grade drop.

If you are not in the class when I take roll, **that means you are absent.** It is when I call roll, not when you show up that class begins. This is my class, and you are a participant to be examined, to learn and to obey. You do not make the rules. I do. No snack, smoke or bathroom breaks every five minutes. We take regular breaks. Take yours then.

More than two unexcused absences: **FAIL.** Absences on assignment days: **DOUBLE** (whether or not you are speaking!)

Excused Absences: only documented illnesses, a death in immediate family; jury duty; approved campus event. No other!

No cell phones, no beepers, no texting, no outside distractions....focus on your class. 20 points deducted for every single infraction. Do not annoy me with your private life and gadgets.

Essay submission: Essays will be submitted before the class on the due date to the online campus site. **No papers will be accepted in paper form. Only internet electronic submission of essays.** ALL PAPERS WILL BE IN **.DOC format, NOT DOCX, NOT WPS, NOT OTHER FORMATS.** THESE ARE NOT STANDARD FORMATS AND THEY ARE NOT UNIVERSALLY READABLE. .DOC IS THE STANDARD BECAUSE TO DATE IT IS THE MOST UNIVERSALLY READABLE FORMAT. THIS MAY CHANGE IF DOCX BECOMES FASHIONABLE BUT IT IS ONLY A YEAR OLD AND THERE ARE NOT ENOUGH USERS THAT CAN READ THAT FORMAT. ANY OTHER FORMAT SUBMISSION IS AN F.

Daily Notecards: I will make four exams for the class. But there will be note card assignments to make sure you keep up with readings. I will pick these up **daily. Remember this is a participation class. I don't teach it as much as you actively learn by reading, writing and speaking.** If you aren't reading, then you can't contribute.

Exams: are online at the online campus site.

<https://elearn.columbiastate.edu/>

Exams will be timed and you are not to use any books or note to take them. In fact using notes or the book would probably make you fail the quizzes. It would cut into your time to answer questions.

Late papers: None! Assignment dates are firm and in the syllabus.

You know them NOW!

If any assignments are late and for some reason accepted. There will be a penalty for turning in any written late work.

If you think you will miss an assignment, make arrangements to complete it in advance.

If the instructor chooses to accept a late paper:

10% off:1 day late 20%:2 days late 30%:3 days 40%:4 days 50%: 5 days (why bother?)

TYPING:EVERYTHING typed.

All assignments submitted electronically in .doc FORMAT to:

online campus at: <https://elearn.columbiastate.edu/>

DO NOT ENTER ONLINE CAMPUS THROUGH CHARGER NET. THAT SYSTEM BOOTS STUDENTS AFTER A FEW MINUTES. IF YOU ARE BOOTED YOU COULD LOSE OR NOT FINISH A QUIZ....DO NOT ENTER ONLINE CAMPUS THROUGH CHARGER NET. USE THIS ADDRESS ONLY.



All assignments should conform to the MLA format. This is a humanities class, not a social science or science class, learn the correct format for academic papers in this discipline. To do less is disrespectful and will be penalized with 50% grade reduction. There are no warnings for screwing up the format requirement.

No Wikipedia as a source. Instant F.

No copying anything. Plagiarism will receive an F. No makeups on plagiarism.

Remember: No cellphones/no internet/no texting during class...are we clear!!!!

Dropping: Last day: 11/05

Cheating: Don't. Students caught cheating or plagiarizing will fail. I check suspicious words, sentences, and whole papers against academic cheating websites specifically purchased by our library staff. We have a database of over 80,000 collage papers and we can check any paper against thousands of similar ones. If it looks suspicious you will be checked.

Tardy students: Be on time. DO NOT BE LATE. If you aren't here when I take roll you are absent!!!! No ifs, ands or buts. No excuses. Be here. I take roll when I feel like it. Sometimes at the beginning or sometimes the end. **20 points**

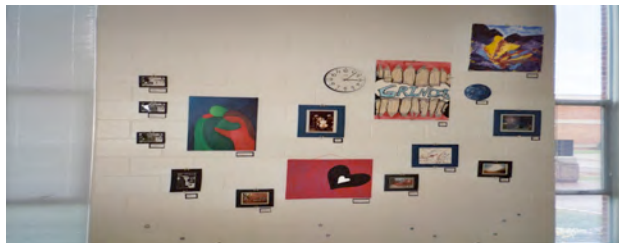
deducted for late arrival. 20 points off for early departure.

Extra credit: None

Exams: Though this is principally a mass comm. class, there will be oral discussions and 4 OBJECTIVE EXAMS that require students to remain current in their reading. If you don't read, you won't know about your world. What you will have to say will be incredibly lame.

WARNING:EXAMS ARE VERY DIFFICULT. STUDY HARD!

Email: You may email the instructor. This does not constitute an excuse from an assignment. Do not expect immediate replies. Comments from email are ONLY at the instructor's discretion or leisure. **They are not binding.** If you need



something right away, see the instructor during office hours. Don't wait until 12 midnight the day before an assignment and expect 12:05 am email help. It won't happen.

Web materials: Also there will be web materials. You will need to be hip on **ONLINE CAMPUS**. IF YOU DO NOT KNOW HOW TO USE ONLINE CAMPUS, LEARN!!!!

Writing:

Evaluation of all writing projects follows the standards of good composition:

Mechanical error (for EACH error)	5 points
Spell, punctuation, proofing, minor sentence Construction error (EACH error)	10 points
Sentence sense, frag, run-on, paragraphing Struc/works cited/text notes (EACH error)	10/20 points
Complexity/thesis/exemplification	auto failure
Shallowness/hyperbole/generalization/ Immaturity/off topic/incoherent (EACH error)	

30. All essays submitted to:

<https://elearn.columbiastate.edu/>



assignments:

1. Presenting Arguments

Students with a partner will present a simple argument with at least two clear sides. One student will hold an opposing position to their partner and the two will argue and seek to reach a conclusion. 5 minutes.

50 points/ 2 sources

2. Article analysis: individual: Choose an article from either a book or our databases. We do not want to hear about uncle billy's theory on ghosts....

Look at a persuasive article arguing for a certain issue. You must choose and make a copy of the article.

Attach it to your essay. Write a 500 word essay analyzing the article and determining:

1. does it use good persuasion?
2. is the argument flawed?
3. how reliable is the reasoning?
4. How could the argument be made more acceptable and reliable?
5. How good are the sources?

Make sure you back up your comments about the article by incorporating THREE sources that will SUPPORT your opinions about it.

Remember this is research. I will not believe you because I don't trust you or anyone unless you give me good reasonable arguments and reasons to believe your arguments. That means you must underscore all of your opinions with sources. The essay should be in MLA style and should have a separate works cited. EACH student publicly presents their critique explaining the argument and its merits and flaws. It is important that we learn to discuss or support opinions or we may be stuck with bad wars, bad economies, bad living conditions, bad work, bad spouses, or generally BAD LIVES. Arguing is essential to our well being.

50 points

3. Public policy presentation:

Choose an issue and propose a public policy on that issue with a concrete plan and proposal. The more creatively argued and reasoned the better. No points for arguing accepted facts. You have to dig up an issue and propose an improved way of meeting public needs. Better medical care, better national defense, better and shorter election cycles, better government policies for energy. The project could be health care, education, libraries, roads, agriculture, population, sanitation, fuel, etc. 3 sources. Outline required. 100 points

4. Personal Argument:

Groups will perform a public forum or brief film on an issue advocating educating and defining problems and solutions to the issue. 100 points

4 sources for each group. Outline and works cited.

5. Research paper:

Express an exciting and novel social, political, or entertainment issue and discuss the argument or view that has arisen about this issue and then argue a contrary or new way of looking at it....4 sources works cited, mla style 100 points

6. Rogerian Argument

2 people argue sides of an issue seeking commonalities and shared plans, not hardened positions into untenable positions. 100 points

7. Debate

Caught in the Crossfire: teams of 3/4 students

A public debate show we host in the Ledbetter Auditorium

The class picks three topics that are hot controversial and contemporary. Then the class breaks into 6 teams. Approximately 3 people to each team publicly debate the issue. Each TEAM:

1. writes a 500 word brief for their side using their best research to argue their side.
2. prepares 10 questions to quiz their opponent for cross examination.
3. orally delivers the brief, the questions, and a summary.

At the end audiences are asked to present questions of either side. Audiences will vote for best teams, best speakers, and best prepared sides. 100 points

4 Exams: 400 points total/10 points per exam

8. Notecards; Students are required to bring two daily note cards on their current readings to each class to illustrate that they have read and understood the material. Discussions daily. I collect two notecards on the reading listing:

- a. A one to two sentence summary of the article/chapter
- b. 3 key points about the reading
- c. 2 major questions on the reading
- d. 1 original idea you had from the reading

Tentative Course Schedule: Subject to Change

Week 1/2

8/25

Introduction to argumentation and persuasion. Discussion of critical concepts and distinctions: argument and quarrel; argument, logic, and reasoning; assertion and argument; argument and persuasion.

Video: the power of nightmares/written assignment

Mini debate inclass: Does anyone really care about the election?

8/27

Power of nightmares critique due! (25 points)

A visit to Monty Python's "Argument Clinic." Definitions, purposes, and goals of argumentation. Occasions of argumentative and persuasive practice. Some examples of argumentation.

Gas Prices

Read Barnet: 1-23

read: python's argument clinic (online)

gas prices: gapricesdeseret.html

discuss presenting arguments assignment 1

minidebate/inclass: What's the big deal about the Chinese Olympics? Who cares who is fastest!!!

9/1

Critical thinking

Assignment 1: Presenting Arguments for 6/1

Assignment 2: Article critique

read: Modest proposal (online)

gas prices: gasnewsweek.html (online)

preparing assignment 1

preparing assignment 2: Article analysis critique

minidebate: Why are celebrities important?

9/3

Assignment 1: Presenting an Argument

Read: Barnet: 23-42

Read: How to Win an Argument with a Meat Eater (online)

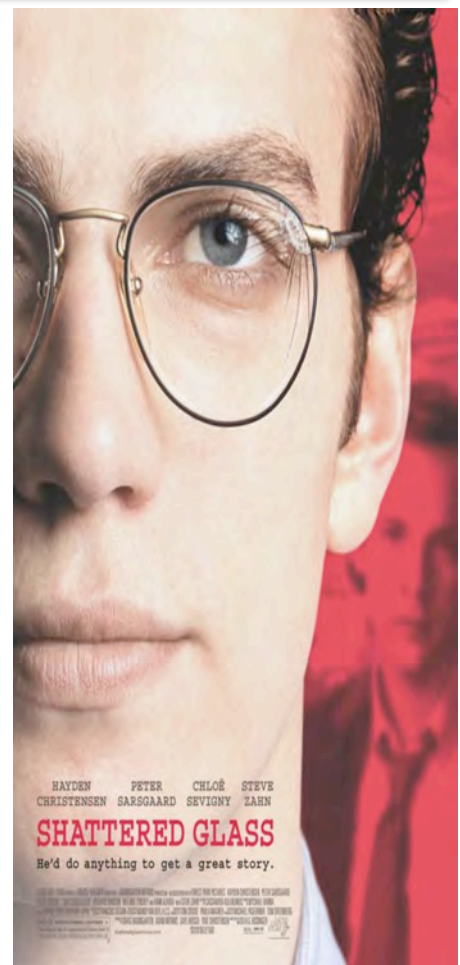
warpropagandaaspersuasion.html (online)

warsalonview.html (online)

minidebate: cell phones should be banned for drivers.

Week 3/4

9/8



assignment 2: Article Analysis

Discuss the articles

Iraq war

Read: badcaseiraq.html (online)

9/10

focus on War

Barnet 43-53

Induction and Deduction: good arguing

Good sources

9/15

Argument and analysis. The basics of analysis: thesis, purpose, methods, and persona. Introduction to rhetorical appeals: ethos, logos, pathos. Read: bush_defends_war.html and justificationforwarniraq.html

discuss assignment 3: policy statements and persuasion

9/17

Holmes: deducing

Blackhawk Down

Declarations of War

Policy Statements preparation

Week 5/6

9/22

Exam I: Everything covered so far..

Read: Visual arguments (online)

Read: Barnet: 81-97 Visual Arguments

Discuss Argument essay...

9/24

Assignment 3: policy Statements

read: "Guide to the Logical Fallacies"

Discuss personal argument assignments

9/29

DaVinci Code Controversy

Read Barnet: 81-93

discuss" Personal Argument Assignments

Read: davincicontroversy.html

10/1

Read Barnet: 115-140

Week 7/8

10/6

Argument and Analysis. Ethics and Argument. Some fallacies of argumentation.

10/8

A look at logic and Rush Limbaugh. On fallacies and statistical evidence,

Read Barnet: 150-170: Creating/Developing Good Sources in an Argument

(Fall Break 10/13/14)

10/15

Personal Argument teams at work

10/20

Exam II

10/22

Barnet 93-101

Week 9/10

10/27

Assignment 4: Personal Argument projects

discuss rogerian argument assignment

10/29 (BOO!)

Focus: Immigrants



11/3

Read Sex Workers (online)

Senate Hearings with Experts on Immigrants (online)

Barnet: 102-115

11/5

Read Barnet 266-69

discuss rogerian argument assignment

Week 11/12

11/10

*Assignment 5: Argument Essay due

Argument and Analysis: argument and film.

11/12

Exam III

11/17

Read Hegemony and Hall here (online)

Prepare Rogerian presentations

11/19

Assignment 6: Rogerian Presentations

Week 13/14

11/24

Focus: Media Idols

Read: Cowell on Freshair (online)

Barnet: 221-232

11/26

Read: Barnet 232-266

12/1

Debate

Argument and Composition. From enthymeme to proofline:
introduction to Stephen Toulmin's model of practical reasoning.

12/3

The pattern of construction: Claims, data, warrants, rebuttals, and qualifiers.

Preparing the debate: teamwork and functions

12/8

Exam IV

