

ARGUMENT/PERSUASION/DEBATE

Classical Rhetoric/Modern Media

Revised (8/09)

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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 elearn for information

instructor website: <http://www.columbiastate.edu/slenig/faculty/slenig>



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: Healthcare

Students will research the healthcare debate and the class will engage in mini-debates. Warning, the issue here will be to present information about health care and alternative plans. There will be no screaming and yelling. 5 minutes.

50 points/ 2 sources

2. Understanding and Developing Objections to Arguments

The goals of this exercise are a) to help students understand what an objection to an argument is, b) to help students to identify different effective strategies for criticizing an argument, and c) to help them be able to identify ways of trying to criticize an argument that are ineffective. This exercise attempts to accomplish this within the context of reviewing skills already covered in

3. Article Analysis: Pick an argument you disagree with and write a response.

Peer review in class.

4. Response to Controversy:

This year the president chose to speak to youth and there was a public outcry.

Some called this racism. Some called it indoctrination.

Let's decode the controversy. What was said? Was there any truth to either side or such claims of racism or indoctrination.

5. The Great Debate

Teams prepare and debate an issue 100 points

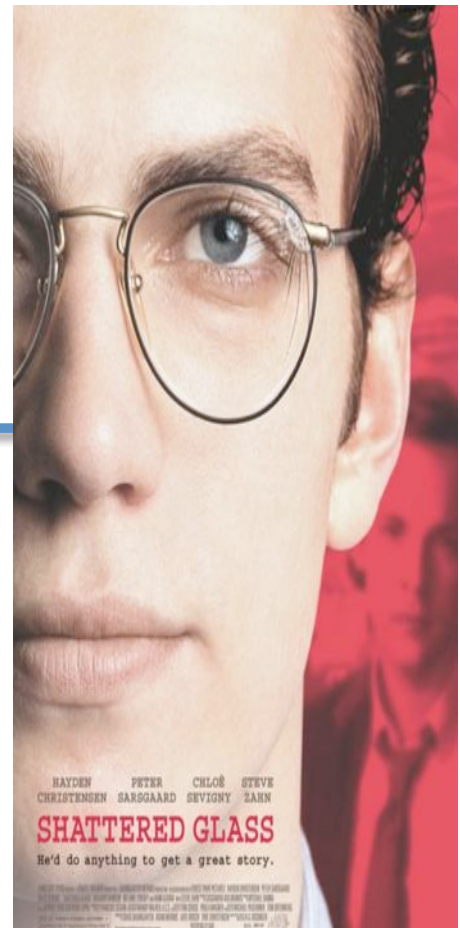
8. 4 Exams: 400 points total/10 points per exam

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

9. Bad Taste Debate

10. Taste/Value Arguments



Tentative Course Schedule: Subject to Change

Week 1/2

8/31

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

Issues and controversies website overview of the healthcare debate:

http://www.2facts.com/ICOF/Search/i1400430.asp#i1400430_1

Video: healthcare sick in America/written assignment

Mini debate in-class: Does anyone really care about healthcare?

9/2

sick in America 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.

Read: The text of the sketch: <http://www.mindspring.com/~mfpatton/sketch.htm>

Watch: The video:

<http://www.youtube.com/watch?v=teMlv3ripSM>

Read Barnet: 1-23

9/7

Critical thinking

Assignment 1: Presenting Arguments for 9/9

Assignment 2: Article critique

9/9

Assignment 1: Presenting an Argument/Healthcare

Selected Students will participate In the Healthcare Forum.

Selected students can earn up to 50 points by participating in the forum. Do good work and you benefit.

Read: Barnet: 23-42

Week 3/4

9/14

Finish healthcare debate

9/16

Holmes and Argument

Discuss obama assignment

9/21

Assignment #2: Obama controversy presentations

9/23

Discuss the great debate assignment

Plan the debate

Chapter #2 in Barnet

Critical reading

Summarizing and paraphrasing

Knowing the thesis

Read: A Modest proposal

Week 5/6

9/28

Exam 1: Everything covered so far..

Discuss debate projects

9/30

chapter #3

persuasion, argument, dispute

reason vs. rationalization

definition

assumption

premises/syllogisms

deduction/induction

Using evidence

10/5

Preparing debate

Chapter 4: visual argument

10/7

A3: The great debate

Week 7/8

10/12

Examples of visual Argument in Advertising

Discussion of visual arguments
10/14
Objections to Argument/peer review assignment # 4 discuss
Chapter 5: Argument analysis

(Fall Break 10/19-20)

10/21
Chapter 6: Developing your own arguments

10/26

Exam II

10/28

A4: Objections to argument due

Week 9/10

11/2

In class peer review exercise of the objections to an argument

11/4

Chapter 7: using sources

11/9

chapter 7: using sources continued

11/11

A5: Taste Argument due

Week 11/12

11/16

Chapter 8: toulmin model

11/18

Exam III

11/23

Read Hegemony and Hall here (online)

11/25

Assignment 6: Article Analysis

Week 13/14

11/30

Barnet: 221-232

12/2

Read: Barnet 232-266

12/7

Argument and Composition. From enthymeme to proofline:
introduction to Stephen Toulmin's model of practical reasoning.
The pattern of construction: Claims, data, warrants, rebuttals, and
qualifiers.

Preparing the debate: teamwork and functions

12/9

Exam IV

12/14

Bad Taste Debate

