

**COMMUNICATION 5270  
THEORIES OF ARGUMENT  
SPRING 2013**

Instructor: Dr. Danielle Endres

Class Meetings: M/W 11:50-1:10, BUC 106

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Office Hours: by appointment

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Required Textbook and Materials:

Aguayo, Angela J., and Timothy R. Steffensmeier, *Readings on Argumentation* (Strata, 2008).

Additional readings will be provided on Canvas.

Course Description and Objectives: This course is designed to enhance your ability to use and understand argument theory as a technique in the investigation of social problems. This course will focus on developing skills in argumentation, critical thinking, and effective written and verbal articulation of ideas through the study of theories and principles of argumentation and practice in various contexts. Upon completion of this course students should:

- Demonstrate an understanding of major theories of argumentation.
- Demonstrate an understanding of the process of critical thinking, analysis of arguments, and methods of criticism.
- Demonstrate reasoning and argumentation skills in written and oral assignments.
- Utilize the argumentation theory and skills learned from the class in debates.
- Develop the skills necessary to be active citizens prepared to engage in ethical and effective public deliberation and advocacy.

*It is highly recommended that you take Communication 1270 before taking this course.*

Teaching and Learning Methods: This course uses a mix of lecture and discussion. Generally a topic is introduced with an interactive lecture followed by an in-depth discussion of the topic and readings for the day.

Expectations: The contributions that we bring to each class will largely affect the quality of the learning that takes place in this course. As students, I expect that you will be present, both physically and mentally. This involves actively engaging in classroom activities and discussions, completing assigned reading and work on time, critical listening and evaluating, and helping to create a critical and respectful classroom environment for everyone. This also involves turning off your cell phones when you enter the classroom. If you miss class, you are responsible for “catching up” on material covered in class. All students are expected to maintain professional

behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook.

As the professor, you can expect that I will be actively engaged in classroom teaching, come to class prepared and on time, grade and return assignments in a reasonable timeframe, be available during office hours, strive to maintain a classroom climate conducive to thinking and learning, and help to create a critical and respectful classroom environment.

#### Methods of Evaluation:

Quizzes	10%
Persuasive Commentary Column	25%
Midterm Exam	25%
In Class Debate	20%
Debate Peer Criticism	5%
Final Exam	25%
 TOTAL:	 100%

#### Assignments:

*Quizzes (10%):* Because it is impossible to engage a meaningful discussion of the readings if you have not completed the readings, it is very important that you attend class ready to participate in the learning process. To reward you for making this preparation a priority in your busy schedules, there will be five unannounced quizzes that assess how carefully you have read and thought about the readings assigned for that day. Your lowest quiz score will be dropped.

You will be allowed to use one 8½ x 11 inch sheet of notes when taking these quizzes. (I will be testing your thoughtful critical reading, not your memory.) So when reading, it would be wise to take notes.

#### *Persuasive Commentary (15%):*

Write a 600-word commentary column in which you make a persuasive argument in response to a contemporary controversy in the public sphere (e.g., climate change, fiscal policy, etc.). The focus of this assignment is to construct a written argument appropriate for the public sphere. You will be evaluated based on the quality of your argument, use of evidence and reasoning, adherence the commentary genre, and writing style. More details will be provided in class.

**\*\***You are encouraged to send a revised commentary to the *Salt Lake Tribune* or *Deseret News*. If the newspaper publishes your letter, you will receive extra credit on this assignment.

#### *Midterm Examination (25%):*

A midterm examination will test you on the material covered both in the readings and in

class. The midterm will be a combination of multiple choice, short answer, matching, and essay questions.

*In Class Debate (20%):*

This assignment is an oral presentation of a debate on an issue of controversy in the public sphere. We will come up with topics in class. Groups of four students will be assigned in class. Each group will decide on a policy resolution that fits the topic area and divide into pairs such that one pair will affirm the resolution and one pair will negate it. The debates will include prepared speeches, extemporaneous speaking, and impromptu speaking. The debates will require that you conduct research comparable to what is required for an upper division research paper. More information about the format and specifics of the assignment will be presented in class. You will be evaluated generally on your application of the argumentation concepts presented in this course to the context of an in-class debate. Specifically you will be evaluated based on your use of evidence, application of four-step refutation, preparation, demonstration of course content, use of time, and oral presentation of your arguments. Please note that all group members will receive the same grade—no exceptions.

*Debate Peer Criticism (5%):*

For each debate in which you are not participating, you will be required to produce a short written critique. The more complete, constructive, relevant, accurate, and clear your oral and written critiques are, the higher your “debate peer critiques” grade will be. This assignment will be evaluated based on your presentation of a well thought-out commentary and critique that adheres to the guidelines provided in class.

*Final Exam (25%):*

A final examination will test you on the material covered both in the readings and in class. The final will be a combination of multiple choice, short answer, matching, and essay questions.

Grading Criteria: Every grade you receive on an assignment in this class will be determined according to an A-E scale (see: <http://registrar.utah.edu/handbook/grading.php>). To ensure that you understand what these scores mean in this class, you should consider the following evaluative scale. This scale can be used to convert your grades into terms that are more meaningful to your own learning process:

A = Excellent. To receive an “A,” your assignment must not only meet all of the requirements, but should also exceed the expectations and standards.

B = Good. A “B” is a good grade. It means you met all of the requirements of the assignment and have done a good job in meeting those requirements.

C = Standard. A “C” denotes that you have met the requirements of the assignment. In meeting these requirements, however, you either did the bare minimum or made some mistakes.

D = Substandard/Marginal. You will receive this grade if you have not met the minimum standards for the assignment.

E = Unsatisfactory work.

Assignments: Written assignments should be in .doc or .docx format, in 11-12 pt. font, and double spaced. Written assignments should be turned in *via Canvas* by the 11:59pm on the day that they are due. Failure to meet these requirements will result in lowered grades.

Late Assignments: In the event you do not turn in your assignment on the day it is due, you will be assessed the following academic penalty: late written assignments will receive a full letter grade reduction for every full day they are late (i.e. A to B), and a half letter grade reduction for any portion of a day that they are late (i.e., A to A-).

Statement on Attendance: Because participation and cooperative learning are essential to the design of this course, you are expected to attend class and participate. According to the University's policy: "Students may not attend courses unless they are officially registered. The University expects regular attendance at all class meetings. If students miss the first 2 class meetings, or if they have not taken the appropriate requisites, they may be required to withdraw from the course. Students are not automatically dropped if they do not attend. They must officially drop by the published deadline in the academic calendar to avoid a "W" grade. If students are absent to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics), or religious obligations, they will be permitted to make up assignments. See: <http://registrar.utah.edu/handbook/attend.php>.

If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact me as soon as possible. Prompt consultation with your instructor (within 24 hours) and documentation of the unavoidable event (e.g. a note from your doctor, a copy of the accident report, etc.) might result in accommodations.

Statement on Academic Dishonesty: Academic dishonesty is a serious violation of your contract as a student and will be treated severely. According University policy: "Students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating." The university policy on academic misconduct available at: <http://www.regulations.utah.edu/academics/6-400.html>.

ADA Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice should be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD), <http://disability.utah.edu/>. CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Content Accommodations: Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes. We will engage difficult, controversial subjects. This class asks you to think critically about others' and your own positions. If you believe that you may experience a conflict with your sincerely-held ethical commitments or religious beliefs as a result of this course's readings, assignments, or activities—and you are unclear about materials' relevance to the class—you should speak with me immediately and decide whether this is a course you wish to take. See: <http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf>

## TENTATIVE SCHEDULE

[Note: We will try to remain on this schedule, but learning does not always happen according to strict timelines, and unforeseen events can push us off our ideal timeline. Therefore, this schedule is subject to change. You will be informed in class of any changes that evolve over the course of the quarter.]

Date	Class Activity	Reading Assignment (to be completed before class)	Due
January 7	Introduction to Argumentation and Orientation to the Course		
January 9	Three Perspectives on Argumentation	Brockriede, pp. 9-12; van Eemeren & Houtlosser, pp. 12-25; Johnson & Blair, pp. 26-37	
January 14	Perelman and <i>The New Rhetoric</i>	Frank, pp. 37-55	
January 16	Argument Fields	Zarefsky, pp. 56-68	
January 21	<b>NO CLASS- MLK JR. DAY</b>		
January 23	Defining Argument	O'Keefe, pp. 70-77; Rowland, pp. 77-91	
January 28	Toulmin's Model of Argument  <i>In Class: FORM DEBATE GROUPS</i>	Brockriede & Ehninger, pp. 102-114	
January 30	Perelman and Olbrechts-Tyteca's Argument Schemes	Warnick & Kline, pp. 114-128	
February 4	Walton's Argument Schemes	Blair, pp. 128-140	<b>DEBATE TOPICS DUE</b>
February 6	Arguing About Policies	Inch, Warnick & Endres (available on canvas)	
February 11	Normativity	Slob, pp. 193-206; Orr, pp. 207-216	
February 13	Multicultural Argumentation	Liu, pp. 217-232; Siegel, pp. 232-247	
February 18	<b>NO CLASS-PRESIDENTS DAY</b>		
February 20	Spheres of Argument	Goodnight, pp. 253-265; Willard, pp. 266-279	<b>PERSUASIVE COMMENTARY DUE</b>
February 25	The Public Sphere	Asen, pp. 281-296; Doxtader, pp. 297-309	
February 27	Argumentation and Democracy	Hicks & Langsdorf, pp. 310-327	
March 4	Midterm Review		<b>DEBATE POLICY RESOLUTIONS DUE</b>

March 6	<b>MIDTERM EXAM</b>		
March 11	<b>SPRING BREAK</b>		
March 13	<b>SRING BREAK</b>		
March 18	Four Step Refutation		
March 20	Visual Argument	Birdsell & Goarke, pp. 343-353; Palczewski, pp. 353-377	
March 25	Body Argument	DeLuca, pp. 377-390	
March 27	Spatial Argument	Fleming, pp. 391-406	
April 1	Legal Argument	Balter, pp. 406-418	
April 3	Preparing for Debates		
April 8	<b>Debates</b>		Peer Critiques
April 10	<b>Debates</b>		Peer Critiques
April 15	<b>Debates</b>		Peer Critiques
April 17	<b>Debates</b>		Peer Critiques
April 22	<b>Debates</b>		Peer Critiques
April 24	Course Review and Wrap up		
May 2 10:30-12:30	<b>FINAL EXAM</b>		