PELLEISIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS
ARGUMENTATION & DEBATE I
SPCH 2320

Class Hours: 3.0
Credit Hours: 3.0
Laboratory Hours: 0.0
Revised: Fall 2014

Catalog Course Description:
A sophomore course designed to introduce students to performance skills and fundamental theory needed to research, perform, and critique both formal and informal arguments and debates. Students will improve their skills in research, composition, critical thinking, and competition in argumentation and debate while incorporating nonverbal communication skills. The students will learn to effectively evaluate the credibility of evidence in arguments and will learn to thoroughly analyze and organize evidence to formulate effective arguments and educated opinion. They will learn and practice the fundamentals of accepted competitive debate structures. SPCH 2320 builds on the General Education Oral Communication Competencies first developed in SPCH 2100.

Entry Level Standards:
The student is expected to be ready for college level mathematics, to write assignments which are free from major grammatical and spelling errors, which are free of major grammatical errors, and employ primary research techniques to gather information. This is a beginning level beginning argumentation competitive performance course. The college transfer student is advised to consult their advisor and/or the core speech requirements at the four year institution she/he is applying to before enrolling in SPH 2320.

Prerequisites: ENGL 1010 and SPCH 2100
Co requisites: PHIL 2400

Textbook(s) and Other Course Materials:
Still working on text selection and readings acquisition. An English folder in which to keep materials and turn them in at the end of the course is required. Index cards are required and some students may need materials necessary to produce visual aids and to store electronic data. Other required materials may include but are not limited to a presentation folder, 3 X 5 card storage boxes, legal pads, pencils, erasers, stopwatches, etc. All submitted materials must be typed and printed.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview/getting to know you; Arguments and Critical Thought</td>
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<tr>
<td>2</td>
<td>Argument cultures/ethics; Claims and Propositions</td>
</tr>
<tr>
<td>3</td>
<td>Evidence and Verbal Citations; First performance</td>
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<tr>
<td>4</td>
<td>Delivery; language and style; Nonverbal communication; visual aids</td>
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<tr>
<td>5</td>
<td>Reasoning, communicating arguments, argument analysis and criticism</td>
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<tr>
<td>6</td>
<td>Second performance; case construction; Team Debate mechanics</td>
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</tbody>
</table>
II. Course Goals:
The course will:

A  Build on communication competencies and skills from previous classes to support more targeted rhetorical strategies focused on opposition evidence, tactics, and approaches to planning and participating in competitive rules-driven persuasive debate. I. 1, 2, 3, 4, 5, 6, 7; III. 2; IV. 1, 2, 4; V. 5

B  Enhance students’ ability to utilize good research skills through the process of planning, and presentation of a variety of effective, valid arguments, cross examinations, and discovery after effectively analyzing the nature of the opponent. I. 3, 4, 6, 7; III. 2, 4; VII. 3,4,5,6

C  Diversify students’ listening skills to facilitate effective note taking that allow for reasoned cross-examination and effective question and response in a formal debate format. I. 1, 7; VII. 2, 3, 4,5, 6

D  Expand students’ ability to construct effective and valid ethical arguments, allowing for the analytical and respectful responses to others’ arguments with logic, reason, and confidence. I. 1, 2, 3, 4, 6, 7; II. 3; III. 2, 6; IV. 2

E  Guide students to qualitatively and quantitatively develop and improve individual oral communication skills by understanding and participating in a structured, rules-driven competitive process of discourse. I. 1, 5, 6 VI. 2, 3, 4, 6

F  Develop students’ ability to problem solve for oral communication distortion factors and make use of that knowledge to compete effectively. I. 1, 3, 5, 7

G  Broaden students’ existing skills in large group communication by participation in rules driven, team-based, competitive persuasive argument. I. 1, 3

H  Facilitate students’ ability to adapt quickly and effectively to rapidly changing rhetorical situations through debate. I. 1, 3, 5, 6, 7

I  Magnify student skills in rules-driven competitive persuasive communication through active, anticipatory, and adaptive rhetorical strategies as well as written and oral debrief of competition weaknesses and strengths. I. 1, 2, 3, 4, 5, 6, 7

J  Explore effective rhetorical assists such as visual, audio, or physical tools to enhance audience comprehension of the subject matter in order to compete effectively and argue cogently the
IV. Expected Student Learning Outcomes

The student will be able to:

1. Channel speech fright into useful competitive team debate strategies. A, I, J
2. Reframe speech fright by planning and rehearsing adequately. A, B, J
3. Understand/practice listening to improve competition and debate. C, H
4. Encourage teamwork by being an active listener. C, I, H
5. Plan and deliver effective arguments and debates based on research. D, H, J
6. Intelligently utilize written materials and notes in debates/arguments. B, E, H
7. Listen actively to debates to craft written and oral evaluations. C, E, I
8. Maintain oral presentation skills/poise during argument and debate. A, B, E, H, I
9. Take ownership of team success by effectively planning/implementing strategy. E, I, J
10. Take ownership of team success as listener to assist effective cross/question and answer. C, H, I
12. Plan, research, and present an effective persuasive team debate. B, J
13. Plan and present an effective persuasive policy argument. B, J
14. Plan and present an effective team debate on a point of value or ethics. B, J
15. Create clear prima facie propositions of fact/value. E
17. Demonstrate reflective listening in group discussions and cross. G, H, I
18. Understand, identify and analyze nonverbal behavior and its ambiguity. C, E, F, H, I
19. Speak concisely to reduce misunderstanding and facilitate debate form. E, G, H, I

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:
See grade breakdown

B. Laboratory Expectations:

Days when speaking assignments are due are considered laboratory days. Student is expected to participate when not speaking by actively listening and critically evaluating speakers.

C. Grade Breakdown:

1. Written Work:
   Quizzes, mini papers, documentation of research count as 20%
   One formal paper (speech evaluation or similar) counts as 10%.
2. Speaking:
   Two or Three Team Debates count as 50%
   Two or Three Individual or group arguments/policy briefs count as 20%.

D. Grading Scale:

<table>
<thead>
<tr>
<th>Letter grade/Number equivalent on Assignments</th>
<th>Grading standard for final grade</th>
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<tbody>
<tr>
<td>A = 100</td>
<td>94-100 = A</td>
</tr>
<tr>
<td>A- = 95</td>
<td>90-93 = B+</td>
</tr>
<tr>
<td>B+ = 93</td>
<td>84-89 = B</td>
</tr>
<tr>
<td>B = 89</td>
<td>80-83 = C+</td>
</tr>
<tr>
<td>B- = 85</td>
<td>74-79 = C</td>
</tr>
<tr>
<td>C+ = 83</td>
<td>70-73 = D</td>
</tr>
<tr>
<td>C = 79</td>
<td>BELOW 70 = F</td>
</tr>
<tr>
<td>C- = 75</td>
<td></td>
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<tr>
<td>D+ = 73</td>
<td></td>
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<tr>
<td>D = 70</td>
<td></td>
</tr>
<tr>
<td>D- = 70</td>
<td></td>
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<tr>
<td>F = 55</td>
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NOTE: AN AUTOMATIC F ON A LATE ASSIGNMENT=55

VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the dean of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Honesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems;
or completing academic assignments.

- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to disabilityservices@pstcc.edu or visiting Goins 127, 132, 134, 135, 131. More information is available at http://www.pstcc.edu/sswd/.

D. Other Policies:

1. Every student needs to check her or his PSTCC email account every day. In this class, each student is also required to check each day for material that may be posted inside the online supplement to the course. At a minimum, the student should read the news page for the course and check the email inside the course. Exercises, assignments, quizzes and other work may be assigned and turned in using the tools in the online environment if the instructor deems it necessary. This will allow the class to continue to achieve course objectives through the instructional processes in pursuit of student learning outcomes should there be a prolonged closure of the school’s physical facilities.

2. Course Folder: No student will receive a grade in SPH 2320 until a completed course folder is filed with the instructor. The folder must include all student originated written materials. The folder must also include any and all evaluations made by the instructor. Replacement of lost materials is the responsibility of the student. The folders are not returned to the student. The instructor, department or college may, at any future point, use all materials without compensation to the student. Any material utilized would not include the student’s name. All assignments and exercises must be completed in order to receive a passing grade in the course.

3. Incompletes: To be considered eligible for an incomplete, a student can be no more than one assignment away from completion of the course.