“Argument evolved not because it helped people win, but because it helped people win in ways that were pragmatically functional for the group. . . . Of course, humans are self-interested and, as Burke notes, terministically driven, and these characteristics also cause humans to seek confirming evidence. These aspects of human psychology, however, point not to weaknesses in argument but to the terrible results that occur when arguments are not carefully tested. The underlying conclusion is that, despite its flaws even as a method of discovery, argument is useful because over time in many contexts some arguments work better than others. . . . Finally, the [Mercier and Sperber brain science] research suggests the importance of argumentation training to produce people who possess the ‘acquired skill’ of being able ‘to distance themselves from their own opinion, to consider alternatives and thereby become more objective’ (Mercier and Sperber, 2011, p. 72). Argumentation scholars have been working on helping people attain those skills for more than 2400 years.” Robert Rowland, 2012, “Pragmatic Reason and Brain Science,” pp. 182-183

Course Objectives

By the end of this course, you should be able to:

1. Define "argument" and "argumentation" and understand their components, relationship, uses, objectives, and limitations
2. More effectively prepare, present, and defend arguments
3. Demonstrate an improved understanding of analysis, case building, and refutation
4. More effectively evaluate and criticize arguments, including your own

This course meets the Humanities General Education Requirement.

Time Investment

Students should expect to spend a minimum of 38 hours in class meetings, 40 hours reading and preparing for class, and 66 hours researching and preparing papers and oral assignments.

Required Readings/Materials

Course Reader (a bound hard copy can be purchased at Clark Graphics, 2915 N. Oakland Ave., (414) 962-4633; printable copy is on CANVAS)
Announcements, Home, Discussions on CANVAS*, emails, information provided in class

*For technical assistance related to CANVAS, you can contact CANVAS directly 24/7: https://uwm.edu/canvas/students/

Course Standards and Policies

1. You will need to meet with your debate group outside of class throughout the semester.

2. Bring a **hard copy** of the entire Course Reader TO EVERY CLASS MEETING. We will often refer to or do exercises from it during class and personal technology is not allowed.

3. **Personal Technology Policy.** Use of personal technology devices (e.g., computers, cell phones, IPads, iPods, tablets, smart watches, pagers) is strictly prohibited any time that class is in session, EXCEPT WHEN the instructor explicitly announces an exception for a particular exercise or class purpose. All electronic devices are to be **turned off and stowed away** in a backpack, purse, computer case, etc.; they **may not** be out on the desk or in your lap or hand during instructional time. **Should you need to communicate via your cell phone (including texting) or any other device because of an emergency situation, you must leave the classroom to do so.** Should you have a condition that qualifies you for accommodation to use a particular assistive device during classtime, please see the information in 12. below and contact UWM’s Accessibility Resource Center immediately.

4. **Attendance and Participation Expectations.** Attendance, including being ready with your technology **already stowed away** at 9:30 a.m. and staying through the entire class period, is expected but not sufficient for acceptable participation. Full preparation, including completing prior to class all ungraded homework and all readings for the session, and weekly engagement in and contributions to in-class exercises and discussions are expected. Attendance will be taken at each class, noting late arrivals, early departures, and electronics disruptions. Attendance-wise, it is assumed that you will not miss more than two sessions of class and those only for a pressing reason (e.g., being ill). If you attend every class for the full period, you will receive a 5-point **bonus** toward the final grade; if you have any absences for whatever reason—excused or not—you are not eligible for this bonus. After two unexcused absence, 2.5 points will be subtracted from your final point total for each class period that you miss. Having to be individually reminded to put your electronics away (either verbally or non-verbally) or your electronics making noise will reduce your final grade by half a point for **each** occurrence after the first warning (one warning per semester, not per class period). Properly documented excused absences (e.g., a doctor’s note, not email, documenting that you could not be in class at the scheduled time because you were ill; documentation of a court-ordered appearance that conflicted with the time of class – see policy 6 below) will not incur the 2.5-point per class period missed penalty.

Participation-wise, this class has a skills component, and you cannot learn the skills just from readings or out-of-class activities or without preparation. Thus, 50 points are allotted for presenting at class your completed participation preparation and Homework 3 and 4 in hard copy so that they are available for use during class discussion as well as your performance on specific in-class exercises; these are ephemeral opportunities or uses of the material in-class
and so cannot be credited if you are not at the class session or made up even with an excused absence (though the excuse exempts you from attendance deductions). Further, the class has an important group project that depends on the whole team being fluent with all these skills and the information and practice that we have in class, so your attendance, pre-class preparation, and in-class participation (or lack of it) affects others. The instructor will determine your final participation grade based on such evidence of preparing in good faith and thoroughly; participating actively, civilly, weekly, engagedly, and informedly based on that preparation; contributing in quality and quality on exercises in class; and fulfilling the supportive instructional climate expectations below.

5. **Supportive Instructional Climate Expectations.** I am committed to having a supportive instructional climate. Achieving such a climate means that both students and professor:
- attack arguments, not people, and in a civil manner
- are individually responsible for the accuracy, quality, and complete citations of all evidence and the reasons that they use to support oral or written claims
- speak for themselves, not for others
- support equality of access to opportunities in the course
- show respect for differences including, but not limited to, gender, culture, ethnicity, religion, sexual orientation, and physical challenges

6. **Late Work Policy.** Assignments due to CANVAS Assignments or Discussions must be posted by the specified time to count for credit. At the deadline, access is closed. CANVAS Assignments provides you with a receipt when something is successfully submitted, so look for and save those until your final grade is posted in PAWS. All deadlines are published in this syllabus, so late assignments are unacceptable. Build your work plan knowing that technology is inherently unreliable (frequently our computers malfunction, our Internet connection slows down or goes out, etc., and replacement technology needs to be sought to complete and submit something electronically, which takes time); therefore, don’t risk waiting until the night before or day that the Assignments folder closes to complete and upload your work because technical difficulties to not excuse missing the deadline. The system publicizes planned CANVAS outages for routine maintenance so be alert to such announcements and plan your work accordingly. For pedagogical purposes, I may provide feedback on late written submissions, even when they are not eligible for credit.

Quizzes are announced in advance, and, if there is any change in schedule, it will be announced in class, by email, and/or on CANVAS. If you know in advance that you must be absent during a class period scheduled to have a quiz, I will work with you to arrange for you to take that quiz in advance of your absence. If you have an emergency situation that makes you miss the day of a quiz, you must provide acceptable written documentation and contact the instructor immediately (preferably before you miss the deadline) to see if an exception can be made and to define the terms of any arrangement. Acceptable documentation of an emergency absence from class that might justify a make-up quiz after the fact requires: written proof (email is generally not acceptable) from an appropriate source presented within one class period of the scheduled quiz (though initial contact should be made with me by email before class the day you will miss) and definitely before we review the quiz answers in the class session after a quiz is given. The written evidence must show that **due to circumstances beyond your control** you could not have been in school that day. If you have been admitted to the hospital and a doctor can verify it, then that would be a circumstance beyond your control. If you have an
illness that leaves you unable to walk or speak and a doctor can verify that, it is a circumstance beyond your control. If a judge has ordered you to testify in court as a witness or if you have been selected to be a juror in a trial on that day and a court documents that, it is a circumstance beyond your control. In other words, while it is sometimes difficult to make it to school, one is very rarely prevented by things out of one’s control where there are no alternatives, and one needs to properly document it immediately when such a situation arises.

Finally, because the debates involve two teams (yours and the team on other side of the resolution) interactively debating for 75 minutes, it is virtually impossible to invent a suitable alternative if a student misses class sessions with debates. IF YOU ARE ABSENT OR DO NOT GIVE SPEECHES ON THE DAY OF YOUR FINAL DEBATE, YOU WILL FAIL THE COURSE. IF YOU ARE ABSENT OR DO NOT GIVE SPEECHES ON THE DAY OF YOUR PRACTICE DEBATE, YOU WILL RECEIVE ZERO POINTS FOR THE PRACTICE DEBATE AND YOUR INDIVIDUAL VERSION OF THE FINAL DEBATE GROUP GRADE WILL BE AUTOMATICALLY REDUCED BY 25 POINTS FROM THE GROUP'S SCORE. Additionally, your group members will likely not look kindly on absences, lateness, leaving early, or lack of preparation and class participation when advising on grading your individual contribution to the group.

7. Evicting a Group Member. A disruptive or unproductive group member may be evicted from a debate group by a unanimous vote of the group’s other members. To evict a group member, a spokesperson designated by the group must give written or email notice of the eviction and reasons to the evicted member and copy the professor as soon as possible and no later than the beginning of class on Oct. 30. I will poll the group members to verify that the vote is unanimous. An evicted group member has until the beginning of the class period on Nov. 6 to convince another group to accept them by a unanimous vote of its members and must participate in that practice and final debate. A spokesperson for the accepting group must give written or email notice of unanimous acceptance to the new member and the professor as soon as possible and no later than the beginning of class on Nov. 6. I will poll the new group’s members to verify that the vote is unanimous. An evicted group member who cannot convince another group to accept them cannot participate in the debates and will fail the course.

8. Homework Assignment Format. Except for the five articles for Homework 2 (which should include pdf attachments to Discussion posts), work submitted to the CANVAS Assignments and Discussions must be done as Word documents with proper 6th edition APA citations, where needed. To facilitate proper citations, the CANVAS Home includes the chapter from the official APA Manual with reference examples for different common kinds of sources and the link to APA’s official blog for questions on citing electronic resources, some of which have evolved since the publication of the 6th edition: http://blog.apastyle.org/apastyle/electronic-references/ Use the information in these (or check the full 6th edition APA Manual if these resources do not cover an unusual source type) to format and verify the format of each of your citations; do not use shortcuts, even citation formatting software or Purdue Owl, because they introduce errors and are “secondary sources” instead of the “primary source” of the official 6th edition APA Manual. As a class, we will assemble a large pool of shared articles on CANVAS on the chosen final debate topics; if you use articles posted there by others, you are responsible to verify the quality of the source and to verify and correct the accuracy and
completeness of the APA citation in your work, even if someone else originally posted an inaccurate or incomplete version of the APA citation (or a citation in other than APA form). A good arguer assumes this responsibility for presenting proper citations for all evidence used; it is a matter not only of accuracy and ethics, but of arguer ethos.

9. *Academic Dishonesty* is strictly prohibited. Academic dishonesty includes, but is not limited to: turning in as your own any individual graded work that you did not produce entirely on your own; looking at another's work during, or otherwise cheating on, an exam or quiz; turning in an assignment for which you have received or will receive credit in another course; failure to document references completely and properly (including appropriate use of quotation marks, presenting full citations, etc.). Any student who uses, without proper acknowledgment, all or part of another's work as if it is their own or who allows others to use their work as if it is the other’s own or helps people cheat in other ways will face severe penalties (e.g., grade reduction; course failure; being reported for college disciplinary action). Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions such as failing a course, suspension, or dismissal from the University; see http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

*Reusing work.* All your work for this course should be original work and turned in only to this course. You are not allowed to re-use work that you created, submitted, or presented for other classes within the Communication department or any other department on campus. If you are repeating the course, you must create new work. If you are “double dipping,” this will be treated as academic dishonesty.

10. If you must be absent due to the call-up of reserves to active military duty, please see the policies at http://uwm.edu/active-duty-military/

11. If religious observances will prevent you from completing work on an assigned date(s), please discuss this with the instructor WITHIN THE FIRST THREE WEEKS OF CLASS to make arrangements. See the accommodations policy at http://www4.uwm.edu/secu/docs/other/S1.5.htm

12. If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps. First, if you have not done so already, you should contact the Accessibility Resource Center (ARC) and undertake the process of ARC assessing whether your condition qualifies you for accommodations and what kind(s); if you are eligible, ARC will provide you with a “Notification of Accommodation” document. Second, you should initiate, by email, a face-to-face meeting with the instructor, and attach that “Notification of Accommodation” document. At the meeting we will consult to develop acceptable accommodations for this course, collaborating with an ARC counselor if needed. To arrange for needed accommodations in a timely manner, students are expected to complete these steps within the first three weeks of class or as soon as possible after incurring or recognizing the need for accommodation, unless legitimate circumstances prevent one from doing so. If you have questions about this process or need to initiate an accommodations request, please contact an ARC at http://uwm.edu/arc/

13. For university policies regarding issues such as incompletes, discriminatory conduct,
For grade appeal procedures, see the departmental procedure, which complies with the College of Letters and Science’s implementation of the university policy, at https://uwm.edu/communication/wp-content/uploads/sites/150/2014/11/grievance_policy.pdf

14. Information on departmental, college, and university policies on topics including drop procedures, retaking courses, safety, and degree requirements are available in the Undergraduate Bulletin, the Communication Department's main office, and on the university, the college, and the department’s websites.

15. Bad weather and no text or email? Check UWM’s website or call 414-229-4444 to see if UWM has canceled classes.

Final Grading Scale

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<td>794 – 775</td>
<td>C+</td>
<td>674 - 625</td>
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<td>894 - 875</td>
<td>B+</td>
<td>774 – 725</td>
<td>C</td>
<td>624 - 595</td>
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<td>B</td>
<td>724 – 695</td>
<td>C-</td>
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Assignment Weightings (numbers are maximum point values)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Uploading to CANVAS a Completed Course Policies Agreement</td>
<td>10</td>
</tr>
<tr>
<td>Individual Graded Homework</td>
<td>360</td>
</tr>
<tr>
<td>Individual Quiz Questions (equally weighed, about 70 questions)</td>
<td>280</td>
</tr>
<tr>
<td>Semester-long Performance on Participation Expectations (see 4. and 5. above)</td>
<td>50</td>
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<tr>
<td>Practice Debate</td>
<td>50</td>
</tr>
<tr>
<td>Group Debate Grade (All Group Members Get Same Grade, except as noted above regarding missing practice or actual debates or evictions)</td>
<td>175</td>
</tr>
<tr>
<td>Individual Contribution to the Group Debate</td>
<td>75</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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Assignments with Grading Criteria

1. **COMPLETED COURSE POLICIES AGREEMENT** (10 points) – DUE TO CANVAS ASSIGNMENTS BY 9:30 A.M., SEPT. 9

Download the Course Policies Agreement from Basic Course Information on CANVAS, carefully review the syllabus and the agreement, complete the agreement, and upload the completed agreement to CANVAS Assignments.

2. **INDIVIDUAL GRADED HOMEWORK.** Each assignment builds on the previous ones and gives practice on skills you need for the quizzes and to contribute steadily to your group's debate
preparation. Given this progression, there is no opportunity to submit late assignments for credit or to rewrite assignments for credit.

**Grading Criteria for Homework**
- Accuracy in factual issues, such as identifying argumentative aspects, citing sources, quoting evidence, and following assignment directions
- Demonstrated understanding of argumentative issues, including ability to make, support, and evaluate arguments and to elaborate on your homework in class
- Clarity and appropriateness of writing
- Completeness, coherence, and organization of assignment
- Fulfilling all technical aspects of assignment exactly (e.g., typed; posted to CANVAS and/or handed in at class, as specified; complete; proper APA citations; requested format)

**A. Homework 1 – Investigating Your Final Debate Topic** (25 points) – DUE TO CANVAS ASSIGNMENTS BY 9:30 A.M., Sept. 25

Early in the semester, we will finalize your final debate topic and which side of the issue you will defend. For this assignment, read the entire “Overview Article” (likely from *CQ Researcher*) related to your topic that is posted on CANVAS. After reading the article, write a 300-500 word summary of the key findings from the article that support your side in the final debate (affirmative or negative).

**B. Homework 2 – Researching and Annotating Sources for Your Final Debate** (50 points) DUE TO APPROPRIATE CANVAS DISCUSSION BY 9:30 A.M., Oct. 2

You are required to research five additional articles or book chapters from highly credible sources that could provide useful evidence for the final debate on your topic. Save each essay that you research as an individual pdf. Prepare a complete, properly formatted APA citation for each source and double check all the details (e.g., capitalization, punctuation, information to include or omit) against official APA standards (the full 6th ed. APA manual, the key pages from this manual reproduced on our CANVAS site, the APA blog on how to cite information from the web that has a link on our CANVAS site); DO NOT TRUST secondary versions such as Purdue Owl or citation-generating software from databases or elsewhere because the grading rubric is the official APA version.

Read each of the five sources thoroughly and think about how the evidence it contains might be used and by which team in your debate. Write a 5- to 10-sentence annotation of the source that summarizes and analyzes how the essay might specifically be used by one or both teams debating your final debate topic. Generic or patently obvious statements that a source will provide you with “more” or “more credible” facts, more statistics, more information are not welcome; be specific about what the piece says and how a team might use it in your final debate. Refer to the sample entitled “Annotated References Example for Homework 2,” Course Reader, pp. 56-57 to see what each annotation should be like; there are some common APA citation examples there as a bonus.

Once you have these items ready, go to the appropriate CANVAS Discussion for your debate topic. Post five separate posts to that Discussion. Each post should contain an APA citation and the corresponding annotation; attach the pdf of the corresponding essay (not a link) to that post. Remember, homework that is unopenable or otherwise inaccessible on my end is treated as not
submitted, so close all windows and log out of everything, then go back in and check that your pdf attachments to your five Discussion posts all open as anticipated well prior to the 9:30 a.m. deadline.

Scoring for this assignment will be as follows for each of the five posts:
- APA citation: 0-1 variations from the APA standard – 3 pts.; 2-3 variations – 2 pts.; 4-5 variations – 1 pt.; more than 5 variations or missing completely – 0 pts.
- Pdf of the entire essay attached and openable – 3 pts.

C. Homework 3 – Practice at Developing Policy Stock Issues and Stock Issue Attacks (70 points) – DUE TO CANVAS ASSIGNMENTS BY 9:30 A.M., Oct. 28; ALSO BRING A HARD COPY TO CLASS FOR REFERENCE

This assignment is designed to give you practice at developing a full stock issue strategy on either side of a policy resolution; these skills will help prepare your team to identify and develop stock issue positions for its debates on its particular resolution. The policy resolution for this exercise is “Resolved: That the federal government should eliminate cash bail.” Read the three essays in the Course Reader, pp. 61-95 entitled “ ‘No Cash Bail’ Sample Plan,” “Bail Reform,” and “Machine Bias” to inform your thinking on Affirmative stock issues and Negative stock issue attacks on this resolution, though you may research beyond these sources. Review “Sample Homework 3: Practice at Developing Policy Stock Issues and Stock Issue Attacks,” Course Reader, pp. 58-59 to see what is expected; it includes at least two arguments for each of the stock issue except topicality and does so on both sides of its resolution. Your outline of single-sentence points for both sides of each of four stock issues should look similar, include at least the example’s level of development, and have at least two arguments on both the Affirmative side and Negative side of the resolution on each of the issues of significance/ill/harm, inherency/blame, solvency/cure (both the plan is feasible and it solves the ill identified), and advantages/disadvantages/cost.

D. Homework 4 – Practice at Developing 10 Cross Examination Questions on the “No Cash Bail” Resolution (20 points) – DUE TO CANVAS ASSIGNMENTS BY 9:30 A.M., Nov. 4, ALSO BRING A HARD COPY TO CLASS FOR REFERENCE

This assignment is designed to give you practice at developing a meaningful series of cross-examination questions on both sides of a resolution. For this assignment, you must generate 5 affirmative cross-examination questions and 5 negative cross-examination questions on the topic “Resolved: That the federal government should eliminate cash bail.” These questions should follow the guidelines for cross-examination discussed in Chapter 17 of our textbook. Review the Sample Homework 4 “Developing Cross-Examination Questions,” Course Reader, p. 60 to see what is expected.

E. Homework 5 – 5 Strong Affirmative Arguments and 5 Strong Negative Arguments on Your Final Debate Resolution (120 points) – DUE TO CANVAS ASSIGNMENTS BY 9:30 A.M., Nov. 20

For this assignment you will come up with both Affirmative and Negative arguments on your final debate topic (regardless of which side of the debate you are on). This material can be drawn on for your final debate. The assignment’s goal is to help you build the strongest case for your side and also
to anticipate arguments from the opposing side. Remember, this is an individual, not a group, assignment.

Generate the five strongest **affirmative** arguments (your own single complete-sentence claims supported with verbatim, properly APA-cited evidence) AND the five strongest **negative** arguments (your own single complete-sentence claims supported with verbatim, APA-cited evidence) that you can for your final debate resolution. YOUR SUPPORTING EVIDENCE MUST BE DRAWN FROM AT LEAST SIX SOURCES OTHER THAN THE "OVERVIEW ARTICLES," SO MINIMIZE YOUR DIRECT RELIANCE ON THE "OVERVIEW ARTICLES" and instead use those essays to lead you to good primary sources of evidence on your topic; you may use sources that other students posted on our CANVAS Discussion for your resolution and do additional research. Remember, the evidence **users** are always responsible to verify and, if necessary, correct the accuracy of APA citations of any evidence that they use from the CANVAS collection or citation-generating software, even if someone else produced an inaccurate APA citation originally. Clearly label which five arguments you see as Affirmative and which five are Negative. Put all the full APA citations into a single References list, alphabetized by the first element of each citation, at the end of the assignment; use proper APA in-text citations (Olson, 2019, p. 9) at the end of the quoted evidence in each of the 10 arguments.

Check out the three samples of 10 argument assignments from prior students on CANVAS before you begin—but do not model your APA citations after theirs as some are in err; use the official APA manual to verify the accuracy of your citations.

**F. Homework 6 – Judge’s Ballot on a Final Debate** (50 points) – DUE TO CANVAS ASSIGNMENTS BY NOON 72 HOURS AFTER THE DEBATE, SO DUE DATE VARIES; see Course Schedule for your assignment deadline

You are assigned to carefully flow and judge a specific final debate in which you are not participating. Prepare a one- to two-page typed ballot answering and justifying the answers to these questions regarding the debate that you witnessed:

- Based on the stock issues, which side won this debate, and why do you think so?
- Did that same side do the better overall job of debating, and why do you think so?

Your detailed stock issues analysis for the decision and your justifications will be evaluated as arguments and will be shared with the class, so be sure to support your decision well. Sample Student Ballots are available for you to look at on CANVAS.

**G. Homework 7 - Analysis/Scoring of Group Members** (25 points) – DUE TO CANVAS ASSIGNMENTS BY NOON 72 HOURS AFTER THE DEBATE, SO DUE DATE VARIES; see Course Schedule for your assignment

Use these instructions and 75-point grade scale below for this assignment.

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<th>Scale</th>
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<td>40-39</td>
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Review the grading criteria for the final debate (pp. 11-12 of this syllabus) and the Team Member Expectations Agreement that your group members developed and each signed early in the semester. In light of these criteria, honestly evaluate how and how significantly each group member’s participation (including your own) helped and hindered the group in preparing for and completing the semester’s debate process. Use the 75-point score scale above to recommend a specific score (NOT JUST A LETTER GRADE OR A SCORE RANGE) for each individual member of the group. Justify each suggested individual score in a separate, well-developed paragraph of analysis that argues, with ample supporting examples, why that particular group member’s individual contributions deserve the score recommended. Keep some ongoing notes on these matters throughout the semester so that you will be prepared to illustrate and support your evaluation, as you would with any strong argument.

Individual scores and justifications will not be shared with team members, so please be candid. Your evaluations are advisory, not binding, and I will use them in combination with my own observations when grading. Be honest in your self-score as this can displays your critical self-awareness and is evidence of your performance on Course Objective 4.

Your homework justifications for the proposed scores will be evaluated for their quality as arguments, so propose scores that you can explicitly support with strong reasons and evidence. As usual, your work will be evaluated on writing well-reasoned, well-supported arguments: proposing a clear and provable claim—the deserved score—and justifying it with reasoning based on the grading criteria and your evidence.

2. INDIVIDUAL QUIZZES. Questions are designed to test theoretical knowledge of and practical ability to apply argumentation and debate principles related to the four course objectives. Quizzes cover all readings, handouts, lectures, and homework, unless specifically excluded in class. The questions are multiple choice, true-false, or short answer, some based on analyzing brief readings. There will be approximately 70 quiz questions during the semester. Quiz questions accumulate and are equally weighted, unless otherwise specified, to make up a single score worth 280 points. Dates of the four quizzes are in the Course Schedule; any change will be announced in advance in class, by email, and/or on CANVAS. Please see Course Policy 6. before missing a quiz.

3. PRACTICE DEBATE (Group Grade) – 50 points; DUE DATE VARIES BY GROUP; see Course Schedule for your group’s debates. If you are absent on the day of your practice debate, you earn zero points because there is no way to recreate or substitute something for this interactive team experience, and your individual version of the Final Debate group grade will be automatically reduced by 25 points. The Practice Debate’s format is the same as the Final Debate’s format, except that no written work is due at the Practice Debate.

4. FINAL DEBATE (Group Grade) – 175 points; DUE DATE VARIES BY GROUP; see Course Schedule for your group’s debates.

Overview

The debate offers an extended opportunity to develop and demonstrate skills for preparing, presenting, defending, and refuting arguments on a policy issue. At the beginning of the debate, each group will submit two copies of a complete-sentence outline of team’s overall stock issue argument strategy (see Affirmative and Negative samples in Course Reader, pp. 42–45) and an alphabetized
References list with full APA citations for evidence that you will explicitly quote during the debate. (Bring additional copies if your group wants to refer to this document during the debate, because the required copies will be in use by the opposing team and the instructor.) Since your group's performance is graded as a whole and every member will participate in orally defending a coherent position, it is in your best interest to make sure that every member is prepared, understands the course material as well as the team's "big picture" strategy for the debate, and carefully checks all group written work before it is submitted.

THE AFFIRMATIVE’S GOAL IS TO JUSTIFY THE POLICY CHANGE CALLED FOR IN THE RESOLUTION BY PROVING AND DEFENDING THE STOCK ISSUES. THE NEGATIVE’S GOAL IS TO CONVINCE THE JUDGES TO REJECT THE POLICY CHANGE CALLED FOR IN THE RESOLUTION AS DEVELOPED BY THE AFFIRMATIVE BY PROVING A COHERENT POSITION GUIDED BY ONE OF THE FOUR NEGATIVE STRATEGIES.

Format

Please have your group set up and ready to begin debating promptly at 9:30 p.m. Before the final debate, I will collect your group's written work (one for me, one for the opposing team).

Each group will have approximately 2 minutes to introduce or overview its basic position. One speaker from each side should be charged with doing this opening as well as their regular constructive speech. Then each group member will speak uninterrupted for five minutes of constructive argument advancing the group's position, followed by two minutes of uninterrupted cross-examination by one member of the opposing group. Each group member will conduct at least one cross-examination period of an opposing speaker. (If the groups are uneven, some people MAY need to give more than one constructive speech to even up the Affirmative and Negative opportunities to present their positions. No team member may give more than two speeches—counting the intro, the constructive, and the rebuttal, so balance the speaking workload evenly.) The groups will alternate constructive speaking turns, beginning with the Affirmative. After all speakers on both sides have spoken and been cross-examined, the Negative and then the Affirmative each will have one final opportunity for rebuttal, presented by one designated speaker, whom the group has charged with doing the rebuttal in addition to their regular constructive speech.

While group members may pass materials and notes to each other during speeches and cross-examination periods, they should respect those whose turn it is to speak and not talk to (or for) each other except during preparation times. Each group will have a TOTAL of 8 minutes of preparation time to use as it chooses between speeches. (That means if your first speaker uses seven minutes of your preparation time to get ready, the rest of you have one minute to split for the rest of the debate. So, come prepared and take advantage of the other side's use of its preparation time.)

***DEBATES MAY BE VIDEOED AND MAY BE USED FOR FUTURE EDUCATIONAL PURPOSES. Please let me know in advance if you prefer your debate not be videoed.***

Grading Criteria for Debate for Oral and Written Debate Submissions
- Demonstrated understanding of the stock issues and their relationships (whether Affirmative or Negative), orally as well as in the group outline
- Persuasive initial development of the stock issues of Ill, Blame, and Cure (and readiness to at least defend on Cost and Jurisdiction) if Affirmative OR at least three major stock issue attacks consistent with one another and organized by one of the four overall Negative Stances, if Negative
- Quality, accuracy, and appropriate use of and APA citations for evidence used to develop the group’s united position
- Efficiency in organizing a united position for or against a policy, including sequencing of arguments and questions
- Completeness of arguments made (including the links and "bottom lines")
- Quality of refutation, anticipation of the strongest opposing arguments, and preparation to defend a united group position and respond to probing questions
- Consideration and courtesy toward all debate participants
- Quality/appropriateness of CX questions, CX answers, and argument extensions
- Proper debate decorum
- Quality, completeness, and accuracy of all written work submitted on behalf of the group (e.g., provisional and final Affirmative plans, complete-sentence outlines, references page)

5. **INDIVIDUAL CONTRIBUTION TO THE GROUP IN THE DEBATE PROCESS**  
* (Individual Grade) – 75 points

This score is based on the advisory arguments presented from your group members in Homework 7 and my own observations of individual contribution in light of the criteria specified above.
Course Schedule

Do all Readings and Participation Prep in Advance of Class for the Date They Are Assigned

CR - Course Reader (a bound copy can be purchased at Clark Graphics, 2915 N. Oakland Ave., 414-962-4633; printable version on CANVAS)

CANVAS

Sept. 4  Introduction to Argument and Argumentation

Please watch “Monty Python’s Argument Clinic” (4:33 min.) prior to class today; link on CANVAS or here: https://www.youtube.com/watch?v=xpAvCgCec0k

Begin reviewing Final Debate Topic Choices – see directions for proposing additional policy debate topics under next session’s preparation directions; any additional submissions must be done by Sept. 9 before noon. Begin reviewing the “Overview Articles on Debate Topics” on each topic (on CANVAS) so that you can make informed choices about final debate resolutions.

Resolved: That the federal government should ban the sale, distribution, and manufacturing of vaping products.

Resolved: That the federal government should do significantly more to punish worker safety violators.

Resolved: That the federal government should offer free tuition to attend community colleges.

Resolved: That the federal government should get rid of mandatory minimum jail sentences.

Resolved: That the federal government should require chemical manufacturers to prove that their products are safe before marketing them.

Resolved: That the federal government should ban the importation of wildlife trophies into the U.S.

Resolved: That the federal government should ban self-driving cars from American roadways.

Resolved: That the federal government should ban DTC (direct-to-consumer) advertising of prescription pharmaceuticals.

Resolved: That the states should raise the age at which juveniles can be tried as adults.

Resolved: That the fifty state governments should allow students, faculty, and others...
with permits to carry concealed guns anywhere on campuses.

Resolved: That the fifty state governments should allow only faculty and university staff with permits to carry concealed guns anywhere on campuses.

Sept. 9  **Introduction to Argument and Argumentation**

**Read:** Entire Syllabus; Z&K, Chapter 1; CR, pp. 1-7; continue reviewing the “Overview Articles on Debate Topics” on CANVAS

**Due:** **Completed Course Policies Agreement to CANVAS Assignments by 9:30 a.m.** Download the Course Policies Agreement from Basic Course Information on CANVAS, review it and the syllabus, complete it, and upload the completed version to CANVAS Assignments.

**OPTIONAL:** BEFORE NOON TODAY, PROPOSE ANY ADDITIONAL POLICY RESOLUTIONS FOR THE FINAL DEBATE LIST BY EMAILING AN EXACTLY WORDED POLICY RESOLUTION AND AN APPROPRIATE *CQ READER*-LIKE BACKGROUND READING FOR THE CLASS THAT RECAPS THE HISTORY AND BOTH SIDES OF THE CURRENT SITUATION (SEE THE ARTICLE ON THE DTC ADVERTISING TOPIC FOR AN APPROPRIATE MODEL THAT IS NOT A *CQ RESEARCHER* ARTICLE). PLEASE BE AWARE THAT PROPOSED RESOLUTIONS MAY NEED THE TWO OF US TO DO SOME RE-WRITING TO MAKE THEM SUITABLE IN TIME FOR CLASSMATES TO REVIEW THE BACKGROUND READING AND CONSIDER THEM PRIOR TO VOTING.

Sept. 11  **Ground Rules of Controversy**

**Read:** Z&K, Chapter 2; CR, p. 8; continue reviewing the “Overview Articles on Debate Topics” on CANVAS

**Participation Preparation** (do on a separate sheet of paper and bring to class): Z&K, p. 31, Exercise 3 but just identify the phrasing weakness(es) in each topics. Do not rephrase them.

Sept. 16  **Mini-Introduction to Argumentative Clash, Flowing, and Refutation (Rejoinder)**

**Read:** Z&K, Chapter 16, pp. 271-278 only; CR, pp. 9-12; finish reviewing the “Overview Articles on Debate Topics” on CANVAS because we will **VOTE ON OUR FINAL DEBATE TOPICS FOR THE SEMESTER IN CLASS.**

**Participation Preparation** (do on a separate sheet of paper and bring to class): Z&K, pp. 31-32, Exercise 2 identifying the claims as policy, value, OR fact (not fact/value)
Sept. 18  Scope of a Debate Resolution and Evaluating Clash and Refutation

**Read:**  Z&K, Chapter 9, pp. 153-159 only; CR, pp. 13-16

**Quiz 1** on all materials from the beginning of class through the Five Grounding Concepts of Controversy (i.e., presumption, burden of proof, burden of rebuttal or rejoinder, status quo, and prima facie) will occur during this class session.

- Well prior to class, in case you have questions, please complete Practice Quiz 1 from CANVAS as part of your review for Quiz 1 and contact me during office hours or by email with questions.

Sept. 23  Ethos and Evidence

**Read:**  Z&K, Chapter 3, pp. 41-42 only; carefully review the assigned dates for each resolution’s Practice and Final Debates and read the three “Overview Articles” on CANVAS that correspond to the three debate resolutions that the class selected. Rank order your preferences for topic and side of resolution (6 possibilities) based on this information because **SEMESTER DEBATE TEAMS WILL BE FORMED AT CLASS**

Sept. 25  Locating and Evaluating Evidence – today’s class meets at Library Instruction Room B in the North Commons of the Daniel M. Soref Learning Commons (first floor west wing of the Golda Meir Library building); link to map of library: online map (https://tinyurl.com/ya5rmqhk)

**Read:**  Z&K, Chapter 4, pp. 59-78 only; Review the syllabus directions for Homework 2 and the example on CR, pp. 56-57

**Due:**  Homework 1 to CANVAS Assignments by 9:30 a.m.

**Be sure to begin working on Homework 2,** due next week, promptly after this research session because it will take some time to do it well.

Sept. 30  Ethos and Evidence

**Read:**  Z&K, Chapter 5, pp. 79-83 and pp. 87(starting with “Expert Support”)-98; CR, pp. 17-19

**Participation Preparation:**  After reading Z&K, complete the exercises on CR, pp. 17-19; record the answers in your Course Reader

Oct. 2  Using Evidence
Read: TBA – one or more of the articles at the end of CR for use in exercises

Due: Homework 2 to CANVAS Assignments by 9:30 a.m.

Oct. 7 Analyzing and the Background of a Controversy

Read: Z&K, Chapter 18, pp. 313-314 (“Criteria Establishment Case” only), Chapter 19, pp. 330-333 (“Negative Case Strategies for Fact/Value” only); Review Z&K, Chapter 9, pp. 155-159

Quiz 2 on all materials covered and not tested on the previous quiz up through the Evidence unit will occur during this class session.

-Well prior to class, in case you have questions, please complete Practice Quiz 2 from CANVAS as part of your review for Quiz 2 and contact me during office hours or by email with questions.

Oct. 9 Mini-Debates on a Value Proposition (instructions reviewed at class on Oct. 7)

Due from all Final Debate Teams to CANVAS Assignments by 9:30 a.m.: Completed Team Member Expectations Agreement. Each team must submit to the Instructor at class one copy of the group’s completed Team Member Expectations Agreement (blank copy available on CANVAS under Class Debates), signed and dated by all team members. This document details the expectations to which everyone will hold all group members this semester and by which, in addition to the Debate (Group Grade) Grading Criteria in this syllabus, each team member’s Individual Contribution will be evaluated.

Due from FINAL DEBATE AFFIRMATIVE TEAMS ONLY to CANVAS Assignments by 9:30 a.m.: Provisional Affirmative Plan. HAVE ONE TEAM MEMBER SUBMIT YOUR GROUP-WRITTEN PROVISIONAL “PLAN” or POLICY PROVISIONS FOR IMPLEMENTING YOUR FINAL DEBATE RESOLUTION AND SCHEDULE AN OUT-OF-CLASS MEETING WITH YOUR TEAM AND THE INSTRUCTOR TO DISCUSS WHAT YOUR TEAM MIGHT NEED TO CONSIDER BEFORE YOU FINALIZE YOUR PLAN. THE FINAL PLAN IS DUE Oct. 21 AND CANNOT BE CHANGED AFTER THAT BECAUSE THE NEGATIVE NEEDS TO PREPARE ITS ARGUMENTS IN LIGHT OF YOUR PLAN’S SPECIFICS. This is our chance to try to head off any problems with your policy change language or identify issues that have yet to be researched before your group commits to defend a policy that will be difficult to build a stock issues case for in your final debate. Sample Student-Written Plans are available in CANVAS for you to examine. The Sample “No Cash Bail” Plan, Course Reader, p. 61, provides a real-life example of a policy plan proposed for the U.S. Senate.
Oct. 14      Analyzing Policy Controversies

**Read:**  Z&K, Chapter 10, pp. 169-178 only; CR, pp. 20-22

**Participation Preparation:** Review the “Overview Article” on your final debate topic and complete the worksheet on “Identifying the State of the Status Quo . . .” distributed at the previous class and also available on CANVAS. Answer each question as completely as possible using bullet points that are phrases from or summaries of passages in the “Overview Article,” indicating beside each bullet the page where that specific information can be found.

Oct. 16      Analyzing Policy Controversies

**Read:**  Z&K, Chapter 19, pp. 333-345 only; CR, pp. 23-33; Review the syllabus directions for Homework 3 and the example on CR, pp. 58-59

Oct. 21      Analyzing Policy Controversies

**Read:**  CR, pp. 61-95

**Due:**  FROM AFFIRMATIVE TEAMS ONLY TO CANVAS Discussion by 9:30 a.m.: FINAL AFFIRMATIVE PLAN FOR YOUR FINAL DEBATE TOPIC. Have one member of your team post to the proper CANVAS Discussion the final version of the team’s Affirmative Plan. The plan cannot be changed after this point because the Negative must prepare.

Oct. 23      Organizing Policy Positions

**Read:**  Z&K, Chapter 11; CR, pp. 34-45

Oct. 28      Policy Debates – BRING TWO TABLETS WITH PLENTY OF PAPER TODAY

**Read:**  Z&K, Chapter 17

**Due:**  Homework 3 to CANVAS Assignments by 9:30 a.m.

Oct. 30      Audience Analysis and Cross-Examination

**Read:**  Z&K, Chapter 4, pp. 58-59 (“Conducting Audience Analysis”); CR, pp. 46-47

**Quiz 3** on all materials since the previous quiz up through Organizing Policy Positions material will occur during this class session.
-Well prior to class, in case you have questions, please complete Practice Quiz 3 from CANVAS as part of your review for Quiz 3 and contact me during office hours or by email with questions.

**Participation:** Staple and bring to class your flow sheet from the previous class session

Nov. 4  
**Refutation**

**Read:** Z&K, Chapter 16; CR pp. 48-52

**Due:** Homework 4 to CANVAS Assignments by 9:30 a.m.

Nov. 6  
**Delivering and Sign-posting Refutation**

**Read:** Z&K, Chapter 14 and review Chapter 16, 276-278; CR, pp. 96-102 and review CR, p. 47; Review syllabus directions for Homework 5 and see the samples on CANVAS

Nov. 11  
**Practice Debate – Group 1**

**Participation:** Staple and turn in your flow sheet at the end of the class session

Nov. 13  
**Practice Debate – Group 2**

**Participation:** Staple and turn in your flow sheet at the end of the class session

Nov. 18  
**Practice Debate – Group 3**

**Participation:** Staple and turn in your flow sheet at the end of the class session

Nov. 20  
**Refutation**

**Read:** Review all readings for Nov. 4 session

**Due:** Homework 5 to CANVAS Assignments by 9:30 a.m.

Nov. 25  
**Refutation**

**Read:** Review all readings for Nov. 4 session and any TBA readings
Nov. 27  Thanksgiving Recess – NO SCHOOL

Dec. 2  Wrapping Up

Quiz 4 on all remaining materials will occur and be reviewed during this class session.

-Well prior to class, in case you have questions, please complete Practice Quiz 4 from CANVAS as part of your review for Quiz 4 and contact me during office hours or by email with questions.

- Remaining time will be devoted to last-minute questions about our debates and remaining homework

Dec. 4  Final Debate – Group 1 (Group 3 judges – deadline for Group 3’s Homework 6 and Group 1’s Homework 7 is noon on Dec. 7 to CANVAS Assignments)

Due from Group 1 Debate Teams Debating Today: (Submitted by your group in person by the 9:30 a.m. start time) TWO PAPER COPIES—HANDED IN BEFORE YOUR DEBATE STARTS, ONE COPY FOR THE INSTRUCTOR AND ONE FOR THE OPPOSING TEAM TO REFER TO DURING THE DEBATE (BRING THREE COPIES IF YOUR GROUP WANTS A COPY TO USE DURING THE DEBATE AS THESE TWO WILL BE IN USE)—of a two-page, complete-sentence GROUP outline of the group's stock issues position (see CR, pp. 42-43 for an Affirmative sample model and CR, pp. 44-45 for a Negative sample model) PLUS a References list with full APA citations for supporting references that your team will use in the debate.

Participation FOR THE GROUP NEITHER DEBATING NOR JUDGING:
Staple and turn in your flow sheet at the end of the class session

Dec. 9  Final Debate – Group 2 (Group 1 judges - deadline for Group 1’s Homework 6 and Group 2’s Homework 7 is noon on Dec. 12 to CANVAS Assignments)

Due from Group 2 Debate Teams Debating Today: (Submitted by your group in person by the 9:30 a.m. start time) TWO PAPER COPIES—HANDED IN BEFORE YOUR DEBATE STARTS, ONE COPY FOR THE INSTRUCTOR AND ONE FOR THE OPPOSING TEAM TO REFER TO DURING THE DEBATE (BRING THREE COPIES IF YOUR GROUP WANTS A COPY TO USE DURING THE DEBATE AS THESE TWO WILL BE IN USE)—of a two-page, complete-sentence GROUP outline of the group's stock issues position (see CR, pp. 42-43 for an Affirmative sample model and CR, pp. 44-45 for a Negative sample model) PLUS a References list with full APA citations for supporting references that your team will use in the debate.

Participation FOR THE GROUP NEITHER DEBATING NOR JUDGING:
Staple and turn in your flow sheet at the end of the class session

Dec. 11  Final Debate – Group 3 (Group 2 judges - deadline for Group 2’s Homework 6 and Group 3’s Homework 7 is noon on Dec. 14 to CANVAS Assignments)

Due from Group 1 Debate Teams Debating Today: (Submitted by your group in person by the 9:30 a.m. start time) TWO PAPER COPIES—HANDED IN BEFORE YOUR DEBATE STARTS, ONE COPY FOR THE INSTRUCTOR AND ONE FOR THE OPPOSING TEAM TO REFER TO DURING THE DEBATE (BRING THREE COPIES IF YOUR GROUP WANTS A COPY TO USE DURING THE DEBATE AS THESE TWO WILL BE IN USE)—of a two-page, complete-sentence GROUP outline of the group's stock issues position (see CR, pp. 42-43 for an Affirmative sample model and CR, pp. 44-45 for a Negative sample model) PLUS a References list with full APA citations for supporting references that your team will use in the debate.

Participation FOR THE GROUP NEITHER DEBATING NOR JUDGING: Staple and turn in your flow sheet at the end of the class session

**There is no Final Exam or meeting during the Final Exam period. Enjoy your break!**