

CMST 2063: ARGUMENTATION & DEBATE
SPRING 2014

Bryan Moe, ABD

Office: Coates 325
Office Phone: 225-578-9053
Email: bmoe1@lsu.edu

Office Hours:

M/W/F: 1:30-2:30 pm
And by appt
Classroom: Coates 127

REQUIRED TEXT

- Lunsford, Andrea A., John J. Ruskiewicz, and Keith Walters. *Everything's an Argument*, 6th Edition. Boston and New York: Bedford/St. Martin's, 2012.
- Outside material posted to Moodle

GENERAL COURSE OBJECTIVES

Staying in line with Section #1 of CMST 2063 Argumentation and Debate, Dr. Bryan McCann stated¹:

CMST 2063 awards General Education Humanities credit because it addresses the achievement of the following General Education Competency:

LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity, which supports sophisticated discourse.

CMST 2063 seeks to develop students' capability to construct, analyze and evaluate the competing claims, which characterize civic discourse in a contingent world. In other words we seek to increase awareness of the methods of interaction demanded by an open society and acquire a wider range of strategies for dealing with the possibilities, pressures, and responsibilities offered therein. Following Protagoras and Isocrates, we hold that the ability to use language to address practical problems while furthering the core values of freedom, self-control, and virtue is a hallmark of liberal education and a required skill for maintenance of a free society. This course is informed by our confidence that an understanding of the basic precepts of argumentation and debate along with their application is fundamental to the maturation of civic merit in the individual as well as society as a whole.

To this end we will seek pragmatic tools for use whenever we find ourselves summoned to the agora. Accordingly, we will mine classical as well as contemporary theory for concepts that can serve as those tools. At the end of the semester we should have access to a range of goal-directed strategies that will hone our critical competence and help everyone construct happier, more productive social lives. In sum, this course is about acquiring a bigger tool box in service of both self and community.

¹ Thank you to Dr. McCann for sharing this information.

GOALS

The primary goal for this class is that you develop the skills of organizing an argument, effectively using research and other supporting materials, and professionally delivering a specific mode of debate. Second, you will have the opportunity to develop analysis skills through our discussion of the persuasive process. Last – but not least – the class intends for you to increase your confidence in speaking in public through developing the aforementioned skills.

As a result of this course, students should:

1. Understand the principles of rhetoric, persuasion, argumentation, and debate, effectively utilizing them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for debates that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/argumentation content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

GRADING

Moodle's Grade Book will most likely not be used. Please keep records of your own work and grades.

Your grade in the course will be based on the following point totals:
A, 500-450pts; B 450-400pts; C 399-350pts; D 349-300pts; F below 299pts

Louisiana State University has raised their admission requirements. With this comes the assumption that students at the university produce above average work and therefore the university has raised its standards for receiving good grades in each class. You will not receive an A for merely meeting the minimum requirements of the assignment. A work is exceptional work that goes above and beyond the minimum requirements. B work meets all the requirements of the assignment satisfactorily. C work fails to meet some of the assignment requirements. D work fails to meet many of the assignment requirements. F work is sub-standard work. Also, do not tell me you need an A, show me you need an A through your work and participation. Showing up is not enough in this class.

Here is a break down of total points for the class:

Debates/Speeches	= 300	Speech 1:	50
		Speech 2:	75
		Speech 3:	75
		Speech 4:	100
Attendance	= 70		
Quizzes	= 65		
Short Papers	= 65		
<hr/>			
Total points	= 500		

SPEECH ASSIGNMENTS
FOLLOWING A SIMILAR SET OF ASSIGNMENTS IN DR. McCANN'S 2063

Refutation Speech: Refute a single argument of fact, definition, or value in a 3-minute speech to the class. A 3-minute cross-examination period will follow each speech where selected classmates are required to thoroughly examine and interrogate the speaker.

Value Debate: You and an opponent(s) will debate on a matter of value/evaluation. This will require you to take a position in favor of a value resolution (affirmative) or against it (negative). Both teams must follow specific debate format and requirements, including submitting a written brief.

Proposal Debate: You and your partner(s) will debate against an opposing team on a matter of public policy. One team will represent the affirmative side while the other will debate for the negative position. Both teams must follow specific debate format and requirements, including submitting a written brief. The majority of you and your partner's grade will be the same, so it is essential that you coordinate schedules and collaborate as you prepare.

Parliamentary Debate: While different in style from the value and proposal debates, the parliamentary style will require you to draw on all the skills you have developed up to this point in the semester. You should be able to competently debate on matters of value *and* policy. You must also do so with far less individual speaking time and in cooperation with your "party." The parliamentary debate will center around a bill that I shall draft and make available to the class on April 21st. The class will be broken into two parties, one in favor of the bill (Government Party) and the other against (Opposition Party). During the "Parliamentary Caucus," both groups will collaborate and develop their strategy for supporting their position. This should involve doing research, assigning roles, anticipating opposition arguments, and anything else that will help your side prevail.²

Quizzes/Short Papers: There will be quizzes during the semester. As an alternative to **3 quizzes**, you may submit **3 short papers** critiquing some form of argumentation in public discourse (i.e. presidential debates, television talk shows, media campaigns, editorial).

- Quizzes will primarily consist of short answer questions, but may also involve group work and other activities. You may use any notes you have taken on the readings and/or lectures, but may not reference the textbook while taking the quiz.
- Short papers should be 2-3 pages long and reflect your ability to apply class concepts to argumentation in political and popular culture. An effective essay will select a specific discourse to analyze, while also clearly demonstrating an understanding of key concepts in argumentation and debate. The discourses you write about should not include your own interpersonal experiences. Rather, you should be focusing on public debates, exchanges from fictional films or literature, reality television shows, etc. You may submit one short paper on any week of the semester.

² Thank you again to Dr. McCann for providing these assignments for CMST 2063.

You may do any combination of quizzes and/or short essays. Regardless of what you choose, you must have completed four assignments for a total of 100 possible points. If you complete more than four assignments, I will record your highest scores.

COURSE POLICIES

Late Work

Major class assignments are to be turned in by the time class starts on the day that they are due. Assignments will not receive credit if turned in after the end of class on the day that they are due.

In the same sense, if you arrive late to class on the day of your speech, your assignment will be reduced by one letter grade, even if you are "on time" for your own presentation. Showing respect for your classmates by arriving on time to class on the day of presentations is of great importance. Major class assignments will be accepted prior to the established deadline.

Just as with any other job, you would certainly make every effort to contact your co-workers or boss if extenuating circumstances prevented you from meeting an important deadline. The same should be true for this class.

Prior arrangements must be made with the instructor if extenuating circumstances prevent you from meeting an important deadline. If you miss work due to a university approved absence, you will be responsible for providing documentation to confirm the excused dates and for coordinating make-up work, making every effort to make arrangements before the absence when possible.

Class Attendance: According to PS-44 this class will use attendance as part of its evaluation system. Attendance will be collected in class through; classroom activities and/or homework collection.

- **Participation:** I will evaluate your participation on the basis of several factors, which include, but are not limited to, speaking in class, making use of my office hours, working effectively in groups, demonstrating improvement over the course of the semester, etc.

Accommodations

The Americans with Disabilities Act and the Rehabilitations Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Courtesy

Do not be an inconsiderate audience member. Please do not walk in on a classmate who is speaking. If you are late on speech day, please wait outside the door until you hear applause. Also, on speech days make sure to turn off all cell phones before the speeches begin. Finally, refrain from doing homework, talking to classmates, reading the school paper, etc., while your classmates are speaking. *If you are caught engaging in any of these activities, you will lose points off the top of your speech grade for each occurrence.*

Plagiarism

I have no tolerance for plagiarism. You are to assume that all assignments in this course are individual assignments unless explicit instructions are provided for a group project. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the Internet does not lessen the seriousness of claiming material from the Internet as your own. See the LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html>. Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submit a paper in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

Topic Selection

You are all adults and I do not believe in censoring your speech. However, you must strive to be professional and respectful in terms of your language in class discussions and speeches. Try to choose a topic that would be of interest to the audience at large, not just you and your friends.

CLASS SCHEDULE
(SUBJECT TO CHANGE)

ALSO SEE: 2013-2014 Academic Calendar
[HTTP://SITES01.LSU.EDU/WP/REGISTRAROFFICE/ACADEMICS/ACADEMIC-CALENDAR/2013-2014-ACADEMIC-CALENDAR-2/](http://sites01.lsu.edu/wp/registraroffice/academics/academic-calendar/2013-2014-academic-calendar-2/)

ALL READINGS POSTED ARE TO BE DONE BEFORE CLASS STARTS

WEEK 1

Jan 15 - Introduction to Course
Jan 17 - Introduction Speeches

WEEK 2

Jan 20 - No Class MLK
Jan 22 - LRW: Introduction and Chapter 1 (p. 3-21)
Jan 24 - Continue Chapter 1 and in-class assignment

WEEK 3

Jan 27 - LRW: Chapter 7
Jan 29 - Continue Chapter 7 and in-class assignment
Jan 31 - LRW: Chapter 16-9 (Chapter 20-1 recommended)

WEEK 4

Feb 3 - LRW: Chapter 6
Feb 5 - Reading from Moodle
Feb 7 - LRW: Chapter 8

WEEK 5

Feb 10 - LRW: Chapter 9-10
Feb 12 - LRW: Chapter 5
Feb 14 - Preparing for first debate. LRW Chapter 4

WEEK 6

Feb 17 - **Refutation Speeches**
Feb 19 - **Refutation Speeches**
Feb 21 - **Refutation Speeches**

WEEK 7

Feb 24 - LWR: Chapter 1 (p. 22-29), chap. 13, and chap. 15 (p.346-58)
Feb 26 - Preparing for second debate. Readings from Moodle
Feb 28 - Work-shopping debate

WEEK 8

Mar 3 - No Class Mardi Gras
Mar 5 - No Class Mardi Gras
Mar 7 - Work-shopping debate and **Value Debate Brief due**

WEEK 9

Mar 10 - **Value Debates**
Mar 12 - **Value Debates**
Mar 14 - **Value Debates**

WEEK 10

Mar 17 - LRW: Chapter 12
Mar 19 - Readings from Moodle
Mar 21 - Readings from Moodle

WEEK 11

Mar 24 - Work shopping and **Proposal Brief due**
Mar 26 - **Proposal Debates**
Mar 28 - **Proposal Debates**

WEEK 12

Mar 31 - **Proposal Debates**
Apr 2 - **Proposal Debates**
Apr 4 - Readings from Moodle

WEEK 13

Apr 7 - Readings from Moodle on Parliamentary Debate
Apr 9 - Readings from Moodle on Parliamentary Debate
Apr 11 - Readings from Moodle on Parliamentary Debate

SPRING BREAK WEEK

Apr 14 - No Class
Apr 16 - No Class
Apr 18 - No Class

WEEK 14

Apr 21 - Building the debate teams
Apr 23 - Parliamentary Debating workshop
Apr 25 - Parliamentary Causes

WEEK 15

Apr 28 - **Parliamentary Debate**
Apr 30 - **Parliamentary Debate**
May 1 - **Parliamentary Debate**

FINALS WEEK

Read the schedule produced by the University to see when and where the final will be located.

Do you have a major?

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, "To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills." We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.