

COMMUNICATION 319-01-4178: **Debate**
Fall 2017

Mary Mudd, Instructor
Monday/Wednesday 4:00pm-5:15pm
Strickler Hall, Room 208

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Office: Strickler Hall, Room 207
Office Hours: Available by appointment
Required Text: None; required readings posted on BlackBoard and/or distributed in class

Course Description and Learning Outcomes

We all engage in debate every day—with family, friends, peers, coworkers, and sometimes even strangers—on matters as mundane as where to eat dinner or as intense as whether or not the United States should have a military presence in the Middle East. In these interactions, we develop a position, present it, defend it against those who disagree, and respond to their counterarguments. This course seeks to improve your ability to effectively state and defend your position, and analyze and respond to the arguments of others. The material will introduce you to the elements of argumentation and persuasion through activities and assignments designed to develop listening and speaking skills. At the end of this class, you should be able to:

- Identify the elements of effective and ethical argumentation and debate, including organization of information and proper use of credible evidence;
- Construct and defend arguments;
- Critically analyze and respond to oral arguments;
- Recognize and respond to argument fallacies;
- Effectively view and argue multiple sides of a single issue.

Disability Access

If you have disabilities and require accommodations so you can participate in the course, let's work together to provide them. Stop by my office, call, or e-mail me so we can identify what is needed and what will work. You should also contact the Disability Resource Center if special assistance will be required. They can be found at:

Disability Resource Center
University of Louisville
Louisville, KY 40292
Stevenson Hall, Room 120
Phone (502)852-6938
Fax (502)852-0924
Hours: Monday - Friday, 8:30 AM to 5:00 PM
<http://louisville.edu/student/dev/drc/>

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide at (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Safety

We will discuss safety plans in the event of an emergency, but there is no substitute for simply being cognizant of your environment. I encourage each of you to be aware of your surroundings and the location of safety exits at all times.

Policies

Classroom environment: Until proven wrong, I will assume that you are adults so I don't have a lot of rules. But I'm not a fan of anarchy, either, so I have developed the following short list of suggestions for how to conduct ourselves:

- Attendance: Learning does not occur simply because you are occupying a seat in an assigned classroom at an assigned time. How much you get from this (or any) class is up to you. On the other hand, you can't learn if you aren't present; there are few students who can excel at debate without regular attendance. Even if you can pull off an A without regular attendance, you will learn more and perform better (now and in the future) if you participate in classroom discussions.

I am, however, a teacher, not a taskmaster; I'm uninterested in hawking your time and "high-schooling" you. There is no hard attendance requirement. Come to class, don't come to class, it's up to you. Before you decide to skip a lecture, though, you should be aware that: a) it's on you to find out what you missed (don't send me an email asking me if anything important was covered—ALL the classes are important and I've done my job by being here at the scheduled time, prepared to present the information you need to have), and b) I am disinclined to cut slack to students who often absent. I *will* take roll every day, even though there is no attendance policy, because it helps me learn your names AND it reminds of how often you were absent if you come begging for better grades at the end of the semester.

Debate days are an exception to this policy. The debates that serve as the final for the course are held in the last six class periods; attendance is required, whether you are debating or not. Only students with excused absences will have the opportunity to make up missed points.

There are only two categories of excused absences—those you know about in advance or emergencies, and **both** require documentation. Absences requiring advance notice include university-sanctioned activities, religious holidays recognized by the university, or the anticipated arrival or birth of YOUR child (not your niece or your BFFs baby or the 5th child of your second cousin, twice removed). Emergency absences are defined as those which result in the emergency hospitalization (not merely a visit to the doctor or immediate care center) or death of yourself or an immediate family member—parent, child, spouse or significant other, grandparent (this does not include elective surgery). To be clear—no documentation means no excuse, no grade, and NO EXCEPTIONS.

Alternate assignments can be created for ballots missed due to excused absences, but making up your debate is extremely difficult. Debates, therefore, will NOT be rescheduled due to what should have been an anticipated absence. If you anticipate an excused absence during any of the last six class periods, you are responsible for notifying me in advance so I don't schedule you to debate on that date. If you miss your debate due to a documented emergency ("I don't feel good so I went to Campus Health" won't cut it), contact me within 24 hours to discuss an alternate assignment.

Most importantly, attendance for the scheduled course final is MANDATORY. You will be docked 100 points (a full letter grade) if you are absent for anything other than a documented emergency.

- Extra Credit: To encourage you to come to class, I will award 10 extra credit points to all students present on three random dates, with an additional 10 points for perfect attendance.
- Late/missed papers: Grades for late papers will automatically be reduced by 10% for each 24 hour period past the due date. All written work is submitted via email so an excused absence does not constitute an approved time extension.
- Cell phones/laptops: If I receive a text, I'll read it. I may even respond to it (if it's time-sensitive and necessary). You are free to do the same, but I expect you to act like adults and not high school students; keep it silent, discreet, and to a minimum. You won't need a laptop as a general rule (I post all PowerPoint lectures online) so they aren't banned, but if you are only using it to read your facebook newsfeed, it probably won't help your grade.
- Participation: Being present is great, but you won't learn simply from taking up classroom real estate, so there are multiple small group activities/discussions that require active participation.
- Food/drink: You are allowed to eat or drink during class time, but clean up after yourself and consume quietly—no loud, crinkly wrappers or burp-inducing drinks. Of course, all may be forgiven if you bring enough to share...
- Be respectful of me and your classmates: I prefer a relaxed classroom environment, so feel free to chat with your neighbors—the important building blocks of effective communication

often take place during casual conversations—but be careful to not inhibit learning. Most people in this class are here to learn; if you aren't one of them, you can get as loud as you want in the Student Activities Center. Also, keep in mind that debate is an adversarial activity, so some confrontation and clash is to be expected. However, **no rude, abusive, offensive, or harassing comments will be tolerated.**

Assignments

Papers: All papers are to be typed and double spaced, using 12 pt. Times New Roman font with 1" margins, in MLA format (if you don't know what that is, I suggest you visit the Owl at Purdue (<https://owl.english.purdue.edu/owl/resource/747/01/>) or make an appointment at the Ekstrom Library Writing Center (<http://louisville.edu/writingcenter/>). ALL written work is submitted via email to mary.mudd@louisville.edu

Speech Analysis (3 full pages, MLA formatted, 100 pts.): Select a speech from the links provided on BlackBoard. **Listen** to the speech (DON'T read it). The paper should correctly identify at least 2 examples of each type of claim (fact, policy, value), the evidence used to support the claims, the resolution/proposition, at least three examples of fallacies, and how the speaker establishes credibility.

PLEASE NOTE: The assignment is NOT to tell me whether or not you agree with the speaker; it is to demonstrate your ability to identify the elements of a speech that form the basis of an argument. Don't waste space telling me your position. I want you to analyze the strength of the argument—did the speaker present a strong case to support their position? Why or why not?

Policy Paper (8-10 pages, plus Annotated Bibliography and Works Cited): Our complex, multi-cultural society is plagued by many problems—poverty, crime, violence, educational deficits, global threats, pollution, sexual assault, domestic abuse, etc.—that limit our ability to reach our full potential. The diversity of identities, perspectives, and political positions among our populace, however, often makes it difficult to achieve consensus on the best way solve those problems. For this paper, which is submitted in four parts, you will explore the pros and cons of a public policy (“resolution”) intended to solve a social problem.

PART I: Resolution (one sentence, formatted as indicated in the examples below, 25 pts.) Identify a social problem with significant clash; there must be a substantial pool of evidence and literature about the topic (we will discuss this process in class). Develop a policy to solve the problem, stated in the form of a resolution that meets the following criteria:

- MUST be properly formatted (see example resolutions below)
- Is stated affirmatively (“should” rather than “should NOT”)
- Seeks to alter the status quo (rather than to keep an existing law or policy in place)
- Identifies a specific agent with the authority to enact the policy

Examples of resolutions:

- Resolved, that the United States Federal Government should provide a pathway to citizenship for undocumented residents.

- Resolved, that the State of Kentucky should restore the voting rights of convicted felons who have served their sentence and probation.
- Resolved, that the Louisville Metro Council should develop a plan to ensure police accountability.
- Resolved, that the University of Louisville Board of Trustees should create a policy regulating tuition increases.

Your resolution must be approved by me before moving on to the remainder of the policy paper. The approved resolution will then serve as the title on the three remaining sections.

PART II – Background (**at least 3 full pages, plus Works Cited, 75 pts.**)

Describe the problem your resolution seeks to solve, provide evidence that the problem exists, identify the stakeholders (those who stand to gain or lose if your policy is adopted), explain the clash, list any past efforts (e.g. legislation) to resolve the problem, and define key terms. Sources should be cited as appropriate; both in-text citations and a Works Cited page (which does not count toward the page count) are required.

PART III – Annotated Bibliography (**3-5 pages, 100 pts.**): This will be a *partial* list of evidence that *could* be used to support pro and con arguments. **A minimum of TEN credible, primary sources** are required, with equal support for both sides of the issue. Each entry should begin with an MLA formatted citation, followed by a brief summary of the source material and 1-2 paragraphs explaining why the source is credible and how the evidence offered in it has value in or is applicable to supporting your arguments. Most of these entries will differ from the sources used for Part II, although those sources may be used here as well IF a credible argument for their value in supporting your positions can be made.

PART IV -- Pro/Con arguments (at least 5 full pages plus Works Cited, 100 pts.): This section should present fully articulated, well written arguments both for and against your resolution; if you've done the assignment well, I should have difficulty discerning your personal position. **A minimum of TEN primary, credible sources are required**, along with properly formatted in-text citations and a Works Cited (not included in the page count). You may use sources from the bibliography but you aren't required to do so, nor are you limited to only ten sources. Use as many sources as necessary to support your arguments and credit the origins of your evidence.

The quantity and quality of your evidence is very important in supporting your position, and will make up a significant portion of your grade. DO NOT turn in a paper citing Wikipedia.org, about.com, or other “clearing house” sites (e.g. ProCon.org); only PRIMARY sources are considered credible and acceptable. Blogs and news stories of less than 1500 words are allowed only as secondary evidence (they do not count toward the ten required sources).

Presentation (50 pts.): You will have two minutes (and ONLY two minutes) to present your resolution, and a condensed version of the strongest arguments supporting and rejecting it, to the class. The grade for the presentation is based on the use of time and the organization and clarity of arguments. After the papers have been presented, the class will vote on the top six topics to be used in the policy debates at the end of the course.

Debates (350 pts.): The course culminates in policy debates, where two 2-person teams will debate a policy; topics will be chosen by the class from the policy paper presentations. One 2-person team in the debate will make an affirmative argument for why a resolution/policy should be adopted and the other team will make a negative argument for why the affirmative position should be rejected. Each debater will deliver one constructive speech and one rebuttal speech, as well as both conducting and responding to cross-examination questions.

Specific information on how these debates are set up and what is expected will be explained later in the course. For now, you only need to know two things--although this appears on the surface to be a group project, each debater is graded individually, and this debate serves as your final for the course (just like a final exam, if you miss it, you will probably fail the course).

Ballots (40 pts. ea.): Immediately following each debate, students who did NOT participate in the debate will submit a ballot. Full credit will be given to ballots that identify a winner and include an explanation for the decision that reflects a critical analysis of what was said in the debate. The explanation should briefly reflect your reasoning and should offer feedback to the debaters. NOTE: Ballots cannot be submitted by students who are not present for the entire debate (missing any part of any speech or cross-examination disqualifies you).

GRADING

100	Speech Analysis Paper	Grade Scale	
300	Topic Paper (25/75/100/100)	A	1000-900
50	Topic Paper Presentation	B	899-800
350	Policy Debate	C	799-700
200	Ballots (5 Policy ballots @ 40 pts. ea.)	D	699-600
1000	Total Points Possible	F	Below 600

Weekly Calendar

Wk	Date		DUE
1	8/21	Introduction	
	8/23	History of Debate	
2	8/2	Critical Thinking	
	8/30	Claims/Propositions/Development	
3	9/4	NO CLASS -- Labor Day	
	9/6	Writing the Resolution	Resolution DUE by 12:00pm FRIDAY
4	9/11	Fallacies	
	9/13	Fallacies	Background DUE by 12:00pm FRIDAY
5	9/18	Evidence	
	9/20	Evidence	Bibliography DUE by 12:00pm FRIDAY
6	9/25	Language/Ethics/Credibility	
	9/27	Logic	Speech Analysis DUE by 12:00pm FRIDAY
7	10/2	Structure	
	10/4	Reasoning	
8	10/9	NO CLASS – Fall Break	
	10/11	Topic Paper Presentations	Pro/Con Paper DUE at start of class
9	10/16	Intro to Policy Debate	Mtg. 1
	10/18	Intro to Policy Debate	Mtg. 2
10	10/23	Critical Listening	Mtg. 3
	10/25	Stock Issues	
11	10/30	Cross-Examination	Mtg. 4
	11/1	Rebuttals	Mtg. 5
12	11/6	Judging	Mtg. 6
	11/8	Final Review	
13	11/13	Policy Debate 1	Ballots
	11/15	Policy Debate 2	Ballots
14	11/20	Policy Debate 3	Ballots
	11/22	NO CLASS – Thanksgiving	
15	11/27	Policy Debate 4	Ballots
	11/29	Policy Debate 5	Ballots
16	12/4	Policy Debate 6	Ballots
FINAL		Saturday, December 9 th	1:45pm – 4:15pm***

***NOTE: The scheduled time for the final exam will only be used if necessary to complete the policy debates (e.g. absences due to snow days). If the time is used, however, attendance is MANDATORY; any absence will result in a 100 pt. penalty on your final grade.