

RHE 140: ARGUMENTATION & DEBATE

SPRING 2020
MWF 10-10:50AM
FAC 206



Course Description

“Argumentation and Debate” considers the value and practice of debate within American society, particularly in political and legal contexts. This class gives you a technical foundation for debate as a skill for contestation about democratic matters. It is also a chance for you to find your own voice and use your personality in the practice of productive argumentation. I encourage you to approach this course as an integral part of your liberal arts education and an opportunity to improve your critical thinking, argumentation, and oral communication skills.

Course Objectives

1. **RHETORIC AS A LIBERAL ART:** RHE 140 will help you understand the role of debate in the daily lives of yourself and others.
2. **WRITTEN & ORAL EXPRESSION:** RHE 140 enhances your oral and written communication skills, particularly your ability to think on your feet, through papers, debates, and class discussion.
3. **RHETORIC AND DEMOCRATIC PRACTICES:** RHE 140 focuses on the role of debate in social change.
4. **CRITICAL THINKING:** RHE 140 enhances analytical reasoning and argumentation through refutation and questioning.

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5. INTELLECTUAL INQUIRY: RHE 140 contributes to information literacy with its attention to research, source evaluation, and case construction.	
6. RHETORICAL METHODS: RHE 140 includes examples of rhetorical criticism of public argument and debate.	
7. ENGAGING DIFFERENCE HUMANELY: RHE 140 encourages you to consider multiple perspectives to each topic and address various stakeholders in the debates.	

Required Materials

Assigned readings are on the RHE 140 Canvas site. You should budget ~\$30 to print readings and assignments.

How to Succeed

Becoming a master debater, like learning any skill (e.g. how to drive a car, properly swing a golf club, play an instrument), requires practice, trial and error, and above all time.

Right now, you are likely a novice arguer. The columns explain what success would mean and require for three subsequent stages of skill-building (Competent, Proficient, and Expert):*

*adapted from Stuart E. Dreyfus and Hubert L. Dreyfus, "A Five-Stage Model of Mental Activities Involved in Directed Skills Acquisition," paper to Air Force Office of Scientific Research, 1980.

Competence

A competent arguer can:

- Understand core concepts
- Choose how to follow the provided guidelines
- Create routines for success in light of immediate goals

Competent arguers tend to assume a "correct" application of the skills and ask, "Am I doing this right?"

Competence requires you:

- Read course material on time
- Attend class
- Actively apply material to class debates
- Anticipate how debates may unfold

Proficiency

A proficient arguer can:

- Understand and apply core concepts
- Adapt guidelines to specific, concrete contexts/situations
- Address long-term as well as short-term goals

Proficient arguers tend to assume there are options for success and ask, "Am I doing this well?"

Proficiency requires you:

- Do everything in previous column
- Actively engage in class discussion & activities
- Encourage peers with constructive feedback
- Practice *and* revise

Expertise

An expert arguer can:

- Understand and apply core concepts
- Know (intuit) & generate his or her own guidelines
- Plan ahead on own and establish own goals

Expert arguers tend to assume constant progress is key to success and ask, "How could I do this better?"

Expertise requires you:

- Do everything in previous two columns
- Become emotionally invested in outcomes
- Sharpen and utilize critical thinking skills



Malcolm X
Oxford, England
Dec. 3, 1964

Malcolm X famously debated at Oxford Union in 1964. We'll read about and watch part of the debate this semester.

Professor Jeffrey P. M. Drury, PhD

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Office Hours: M, 9-10am; T, 1-3pm; W, 1-2pm; by appt., or chance drop-in between 9am & 4pm.

On Thursdays, I may not be available after 12pm.

Course Assignments (500 points)

Assignment Category	Writing	Speaking	Listening
Course Preparation: <i>See below</i>	Homework or Quizzes (50 pts.)	Attendance & Scholarly Conduct (50 pts.)	
Moot Court Simulation: <i>Legal debate addressing a fictional problem based on a historical legal controversy.</i>	Brief (25 pts.) Judge Questions (10 pts.) Self-Assessment 1 (10 pts.)	Debate (50 pts.)	Questioning (10 pts.)
Appellate Simulation: <i>Legal debate drawn from briefs prepared for an oral argument at Wabash. Your attendance at this hearing is required.</i>	Brief (25 pts.) Judge Questions (10 pts.) Court Opinion (40 pts.)	Debate (50 pts.)	Questioning (10 pts.)
Fact Debate: <i>Limited preparation debate focused on organized argumentation and response skills. I will assign you a topic for this debate.</i>	Anticipations (10 pts.) Self-Assessment 2 (10 pts.)	Debate (30 pts.)	Ballot (10 pts.)
Policy Debate: <i>Research-based debate focused on arguing a proposition of policy. Your group will choose a topic for this debate.</i>	Strategy Paper (40 pts.)	Debate (50 pts.)	Ballot (10 pts.)

Attendance and Scholarly Conduct: My hope and expectation is that the class will be an engaging environment where everyone (including me) demonstrates an intellectual curiosity and earnest desire to learn from one another and improve our debate skills. To facilitate this environment, it is your responsibility to attend class and sign the attendance sheet. Beyond showing up, scholarly conduct includes having read the assigned readings and actively participating in class (e.g. asking questions following debates). You will earn at best a "C" for this part of your grade if you consistently attend class but do not get involved. You will likely fail this aspect of your grade if you attend class but are doing other things.

Unexcused absences when other students are scheduled to debate will count as two absences. Arriving late or leaving early count as half an absence. Each absence beyond 3 will result in a 3 point reduction from your attendance and participation grade in addition to the points you lose for not being in class to participate. More than 12 accumulated absences may result in failure of the course.

Homework or Quizzes: To ensure you're keeping up with the assigned coursework, you will complete either eleven homework assignments or eleven in-class (*not* pop) quizzes. The class will debate which to implement during the first week. ***I will drop your lowest quiz or homework score but late submissions will receive a zero.***

Achievements (E.C., optional): You have the option of earning extra credit through various achievements. Refer to the page on Canvas for more details.

COURSE GRADING SCALE					
Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

Course Schedule

Readings, assignments, and due dates are subject to change. You should complete assignments for class on the date they are listed.

<u>Date</u>	<u>Topic & Assignments</u>
M, 1/20	Course Introduction
W, 1/22	Debate Basics -Read "The Debate Situation," 21-29, 32-43 DUE: HW/Quiz 1
F, 1/24	Argumentation & Law -Read "Moot Court Procedure"; Sasso, "Appellate Oral Argument"; Laramore, "Planning & Executing an Effective Appellate Oral Argument" DUE: HW/Quiz 2
M, 1/27	Preparing Questions & Briefs -Read <i>Manowar v. Saratoga; Patrick et al. v. Placidia</i> DUE: HW/Quiz 3
W, 1/29	Moot Court Model -Watch 2018 Moot Court Finals -(optional) Read 2018 Moot Court Problem DUE: HW/Quiz 4
F, 1/31	Moot Court Preparation DUE: 10 Judge Questions (10am via Canvas)
M, 2/3	Moot Court Simulations On the day you debate: -Submit brief -Bring your notes and court documents On the day you judge: -Bring your questions and court documents
W, 2/5	
F, 2/7	
M, 2/10	
W, 2/12	
F, 2/14	Moot Court Debrief; Appellate Preparation -Read TBA DUE: HW/Quiz 5
M, 2/17	Appellate Preparation DUE: Self-Assessment 1 by 9pm
W, 2/19	Appellate Preparation DUE: 10 Judge Questions (10am via Canvas)

Course Policies

Course Assignments:

- Class meetings will largely build on, not duplicate, readings.
- Late written assignments are penalized 5% per 24-hours they are late (max. 50%)
- Late policy does not apply to homework/quizzes, which receive zero if late

Written Assignment Guidelines:

- Typed, double-spaced, 11- or 12-pt font
- Must be submitted in .doc or .rtf format to Canvas, not via email
- Be sure to proofread written work before submitting

Oral Debate Guidelines:

- Must present on assigned day (you can make up the second two debates for a two-letter grade, 20% penalty; you will not be able to make up the first two debates)
- To ensure all students speak, I may orally interrupt you if you exceed the speaking time.
- As professional presentations, you should dress "business casual" and avoid distracting behavior.

Emergency Procedures:

- **FIRE:** Proceed down one floor to nearest exit and cross Grant Street. Join me and your classmates there to make sure we all got out of the building.
- **TORNADO:** Proceed down two floors to the basement and shelter in the basement hallway.

F, 2/21	Appellate Simulations	On the day you debate: -Submit brief -Bring your notes and court documents
M, 2/24		
W, 2/26		On the day you judge: -Bring your questions and court documents
F, 2/28		
M, 3/2		
T, 3/3	<u>Ind. Ct. of Appeals Oral Argument, Salter Hall, 11:15am</u> <u>Lunch, Trippet Hall Dining Room, 12:15-1pm</u> ATTENDANCE AT ORAL ARGUMENT IS MANDATORY	
W, 3/4	Court of Appeals Debrief	
F, 3/6	DUE: Court Opinion Paper, 11am	
3/9-3/13	No Class: Spring Break	
M, 3/16	Parliamentary Style & Mechanics -Read Knapp & Galizio, "Speakers' Roles" and "Note Taking"; APDA, "Guide to Parliamentary Debate" DUE: HW/Quiz 6	
W, 3/18	Fact Debate: Gov. & Opp. Cases -Read "Building Effective Cases," pp.143-49 DUE: HW/Quiz 7	
F, 3/20	Refutation & Clash -Read "Generating Productive Clash" DUE: HW/Quiz 8	
M, 3/23	Debate Ethics; Impromptu Debates -Read Herrick, "Ethical Argumentation"	
W, 3/25	Impromptu Debates (cont.)	
F, 3/27	Fact Debates* *Ballot is due 48 hours after you judge	On the day you debate: -Submit anticipations prior to class -Bring your notes & anticipations
M, 3/30		
W, 4/1		On the day you judge: -Bring empty ballot or electronic device for taking notes
F, 4/3		
M, 4/6		
W, 4/8	Introduction to Policy Debate -Read "The Debate Situation," pp. 29-31 DUE: HW/Quiz 9	

Course Policies

Academic Honesty: The Gentleman's Rule should guide your academic honesty in this course. This means:

- All work is your own original work, not "borrowed" from someone or somewhere else, recycled from other courses, or completed with others (unless unmistakably permitted)
- All work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations and author, source, and date for oral citations

At my discretion, cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course.

BEST PRACTICES FOR SUCCESS

- Complete readings & assignments on time
- Check email at least once a day to ensure you receive class messages
- Use feedback on your assignments to isolate concrete ways to improve
- Work ahead and anticipate challenges
- Visit my office to help us get to know each other and to get help on your assignments

F, 4/10	Policy Debate: Affirmative & Negative Cases -Read "Building Effective Cases," pp. 155-64 DUE: HW/Quiz 10
M, 4/13	Research -Read "Effectively Supporting Claims," pp. 89-97 DUE: Self-Assessment 2 by 9pm
W, 4/15	Strategy & Audience Adaptation -Read Branham, "I Was Gone on Debating"; Watch /Read Malcolm X Oxford Union Debate excerpt on the prop.: "Extremism in defense of liberty is no vice." DUE: HW/Quiz 11
F, 4/17	Impromptu Debates DUE: Strategy Paper by 9pm
M, 4/20	Impromptu Debates
W, 4/22	Policy Debates* On the day you debate: -Bring your notes & anticipations
F, 4/24	*Ballot is due 48 hours after you judge On the day you judge: -Bring empty ballot or electronic device for taking notes
M, 4/27	
W, 4/29	
F, 5/1	

CREATING AN INCLUSIVE CLASSROOM

I am committed to your success in the class and to fostering an inclusive space. Come talk to me if you're having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your class performance—be they personal, health, other—please let me know as soon as possible so that we can collaboratively discuss how to proceed.

We all have the responsibility to respect one another. We show respect when we:

- Arrive on time and stay until the end of class
- Turn off cell-phones before class
- Use laptop and tablet devices for class purposes only
- Avoid non-class activities during class
- Refrain from inappropriate or abusive language
- Pay attention to and don't make fun of your fellow classmates
- Wait outside classroom if you are late and someone is speaking

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with Heather Thrush, Director of Student Engagement and Success. If a student wishes to receive an academic accommodation, he must have documentation on file with Ms. Thrush (Center Hall 112A, x6347, thrushh@wabash.edu).