



Instructor: Jeremy Freed  
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Office Hours: By Appointment  
Email: jeremy.freed@utah.edu or Canvas

### What is this course about?

In this course we will learn the concepts of formal argumentation, which will help you critically evaluate information, assess the strengths and limitations of logical approaches to knowledge, and make rational decisions based on data.

### What skills will you learn?

**Analysis**

- breakdown arguments and analyze their quality

**Evaluation**

- Evaluate local, national, and global issues from an argumentation perspective

**Use**

- Use principles of argumentation to construct and present strong arguments

**Consider**

- Consider why you would grant adherence to some arguments and not others

### Are there prerequisites?

This course has no prerequisites. As this is a hybrid course, you will need, at a minimum, proficiency using a computer, access to the internet, and some familiarity with [Canvas](#). The university provides several open-access computer labs (i.e., Marriott Library knowledge commons). I have also included an introduction to navigating the course site on our [Canvas home page](#).

# COMM 1270 Analysis of Argument (Summer 2019)

Wednesday  
6:30-9:00pm  
SANDY 202

## How much time will this take?

This is a 3-credit hour hybrid and intensive course. This course will be challenging and engagement, attendance, and university-quality work are expected. Intensive means that we will complete a regular semester (15 weeks) worth of content in a half-semester session (6 weeks). Hybrid means that instead of meeting twice per week in class, we meet once per week and use Canvas for the other half of the week's work. **You should expect to spend a minimum of 9 total hours of your time per week on this course** (3 in class/6 on readings and assignments). *12 hours per week is recommended.* Please note that a full-time undergraduate workload (12 credit hours) is the equivalent of a full-time work week (36-40 hours).

## How many books do I have to buy?

Our required textbook is:

Reike, R. D., Sillars, M. O., & Peterson, T. R. (2012). *Argumentation and critical decision making* (8<sup>th</sup> ed.). New York, New York: Pearson.

This book is on reserve at the Marriott Library Open Reserve (Level 3 Student Living Room). There are free book scanners located next to the Open Reserve (you can send scans to your Umail or save to a USB drive).

Copies are also available to purchase or rent through the campus bookstore or other textbook vendors.

Any other materials will be available via the course [Canvas](#) site.

## Is there a course website?

Yes. We use [Canvas](#) for our course website. You will turn in most assignments through [Canvas](#) and find supplemental learning materials in the [Canvas](#) modules..

## General Education attributes

This course fulfills both the QB (quantitative reasoning: logic) and HF (humanities exploration) requirements.

## Are *content* accommodations available?

This course might expose you to things you find discomfoting, offensive, or uncomfortable. I will not make accommodations in course content, requirements, or expectations. I suggest that you keep an open mind and be willing to face challenging intellectual arguments. I do not suggest that you change your deeply held beliefs. If you believe that exposure to this course will place an undue burden on your sincerely-held core beliefs, I strongly recommend that you drop the class. See the university accommodations policy for more information ([Section III.Q](#)).



## You are responsible

## I am responsible

### I expect you to...

- **Be on time for class and all assignments**
- Use respectful verbal and nonverbal responses to other students (i.e., avoid eye-rolling)
- Use “I” language rather than “you” language (i.e., “I feel” not “You made me feel”)
- Avoid sexist, racist, etc. types of language and keep swearing to a minimum
- Avoid bullying tactics such as repeating specific students’ comments in order to mock them
- Simply put, **our #1 rule is civility**
- Respect the Sandy Campus policy of **no food or drink in the classroom (snacks are acceptable)**

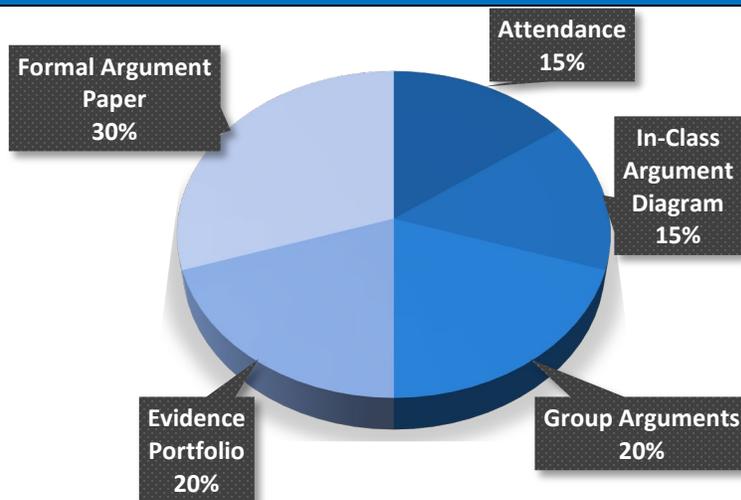
### You should expect me to...

- Be available before and after class to answer questions, as well as via email, Canvas, and appointment
- Arrive prepared to facilitate discussion of the readings and guide you to learning outcomes
- Reply to email promptly
- Ensure the class is a respectful place for critical discussion
- Be respectful and model positive interpersonal and intergroup communication

## How are grades determined?

Assignment		Percent of Grade	Grading Scale			
			A	B	C	D
Attendance	15	15%	A	94-100	C	74-76
In-Class Argument Diagram	15	15%	A-	90-93	C-	70-73
Group Arguments	20	20%	B+	87-89	D+	67-69
Evidence Card Portfolio	20	20%	B	84-86	D	64-66
Formal Argument Paper	30	30%	B-	80-83	D-	60-63
<b>Total</b>	<b>100</b>	<b>100%</b>	C+	77-79	E	0-59

## Visual map of assignment weights



**Is there a grade dispute policy?**

I am open to discussing your grades, but keep in mind that grading is based on specific criteria included in assignment descriptions. If the criteria has not been met, then disputing a grade will not likely result in a change.

If you want to discuss your grade, you should:

- Review my comments and the assignment criteria
- Write an argument advocating for why your grade should be changed. This does not need to be long but does need to include sufficient evidence to support your claim.
- Email your argument to me.
- Wait at least 24 hours. If you have not heard back in 24 hours, then contact me.

**Is late work accepted?**

If you will miss class to participate in officially sanctioned university activities (e.g., band, debate, student government, intercollegiate athletics), or government obligations (e.g., military duty), or religious obligations, you must contact me before you will miss the class per [University Policy III.O](#). You must also complete all assignments before you are going to miss class.

If you have a sudden illness or emergency, contact me as soon as possible to discuss making up work.

**Assignment Descriptions**

Here are brief overviews of the course assignments. For detailed descriptions of each assignment, see the individual assignments listed on [Canvas](#).

- Turn in assignments on [Canvas](#).
- Plan to complete all readings and modules prior to class.
- *Each assignment will contain a rubric, or explanation of how I will grade the assignment. The rubric includes proper spelling, grammar, and punctuation. Everything you submit must be of professional quality.*

<p><b>Attendance</b></p>	<p>You must attend all classes. You get one (1) free day. You earn points for attending and participating. You don't if you don't. There are only six class meetings. Each class is worth 3 points (maximum of 15 for attendance).</p>
<p><b>In-Class Argumentation Diagram</b> <b>DUE May 29</b></p>	<p>You will diagram an argument in class using the Toulmin argumentation model. You will identify the claim(s), grounds, warrant(s), backing/evidence, qualifier, rebuttal, and reservation. You will also develop a brief critical analysis of the argument. We will work on this together in class.</p>
<p><b>Group Arguments</b> <b>DUE June 5-19</b></p>	<p>You will work together to create a compelling, strong argument with classmates. You will then present that argument in class during the last three class meetings. Each group will present both sides of the issue in a debate format. Groups will be graded on the merits of their arguments.</p>

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## Assignment Descriptions, Continued

<p><b>Evidence Card Portfolio</b> <b>DUE June 19</b></p>	<p>You will select six prompts from a list I provide. For each prompt, you will prepare a cut evidence card (total of six cards). Each card will be approximately 1/2 page, single-spaced.</p>
<p><b>Formal Argument Paper</b> <b>DUE June 30</b></p>	<p>You will select one prompt from a list I provide. You will determine which side of the issue you support, and write a short (3 page) essay arguing in favor of the other side. Arguments must be supported by evidence and draw on the elements of formal argumentation (i.e., grounds, warrants, evidence, claims, rebuttals, reservations, ethos, pathos, logos, etc.).</p>

## Tentative Schedule

### Week 1: Getting Started – Expectations, Overview, and What is Argumentation?

<p><b>May 15<sup>th</sup>:</b></p>	<p><b>Read ASAP: Carefully read this syllabus. If you are not familiar with Canvas, read the Canvas navigation guide and explore the Canvas tutorials.</b></p>
<p><b>May 16<sup>th</sup>:</b></p>	<p><b>Complete ASAP: Course Orientation Module</b></p>
<p><b>Last day to add, drop, CR/NC, audit</b></p>	

### Week 2: Defining, Appraising, and Making Sense of Arguments

<p><b>May 22<sup>nd</sup>:</b></p>	<p><b>Read: Reike et al., Chapter 1-3 (pp. 1-51).</b> <b>Complete: Defining Arguments Module; Analyzing Arguments Module</b></p>
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### Week 3: Diagramming Arguments, Selecting Issues, and Building a Case

<p><b>May 29<sup>th</sup>:</b></p>	<p><b>Read: Reike et al., Chapters 4-6 (pp. 53-101).</b> <b>Complete: Diagramming Arguments Module; Case Building Module</b> <b>IN-CLASS ARGUMENT DIAGRAM TODAY</b></p>
<p><b>May 31<sup>st</sup>:</b></p>	<p><b>Last day to withdraw from first session classes</b></p>

### Week 4: Supporting Arguments through Evidence, Values, Credibility

<p><b>June 5<sup>th</sup>:</b></p>	<p><b>Read: Reike et al., Chapters 7-9 (pp. 102-155)</b> <b>Complete: Support Module</b></p>
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### Week 5: Countering Arguments, Argumentation Pitfalls, and Political Argumentation

<p><b>June 12<sup>th</sup>:</b></p>	<p><b>Read: Reike et al., Chapters 10-11 &amp; 16 (pp. 156-187; 257-279)</b> <b>Complete: Refutation Module</b></p>
<p><b>June 14<sup>th</sup>:</b></p>	<p><b>Last day to reverse CR/NC option</b></p>

### Week 6: Closing Arguments

<p><b>June 19<sup>th</sup>:</b></p>	<p><b>Read: No assigned reading. The remaining chapters describing argumentation in different spheres are optional.</b> <b>EVIDENCE CARD PORTFOLIO DUE TODAY</b></p>
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NO CLASS MEETINGS AFTER JUNE 19<sup>th</sup>

<p><b>June 30<sup>th</sup>:</b></p>	<p><b>FORMAL ARGUMENT PAPER DUE TODAY</b></p>
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**University policies**

**The following university policies apply to this course:**

<b>The Americans with Disabilities Act</b>	<b>Addressing Sexual Misconduct</b>
 <p>The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability &amp; Access, 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability &amp; Access.</p>	 <p>Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).</p>
<b>Drop/Withdrawal</b>	<b>Academic Code of Conduct</b>
 <p>The last day to drop is Friday, January 18<sup>th</sup>. Students may add or drop any course in a regular 15-week University semester without penalty through this date. After January 18<sup>th</sup> you may withdraw from the course before Friday, March 9<sup>th</sup> without permission, but a "W" will be recorded on your academic record and applicable tuition and fees will be assessed.</p>	 <p>You are responsible for reading, understanding, and following the Academic Code of Conduct. A major component of the Academic Code of Conduct is plagiarism. <b>All work submitted for this course must be original work, must incorporate appropriate citations of others' work, and must not have been previously submitted for credit in another course. Submitting work that was used for previous courses, representing material prepared as another as one's own, unacknowledged use or incorporation of any other person's work in, or as a basis for, one's work, and falsifying data are all forms of academic misconduct. Also, you may not submit work for this course simultaneously for a different course without prior approval from both instructors. I have elected to use a plagiarism detection service (Turn It In) in this course, in which case you will be required to submit your paper to such a service as part of your assignment.</b></p>

University policies continued

The following university policies apply to this course:

Wellness Statement



Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural, etc., can interfere with a students' ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or (801) 581-7776.

LGBT Resource Center/Student Names & Personal



Pronouns

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Learners of English as an Additional/Second Language



If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writing-program.utah.edu/>), and the English Language Institute (<http://continue.utah.edu/eli/>).



Please let me know if there is any additional support you would like to discuss for this class.

Writing Center

Veterans Center



If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. The Veterans Support Center hours are M-F 8am- 5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please let me know if there is any additional support you would like to discuss for this class.