

ANALYSIS OF ARGUMENT

COMM 1270 - SECTIONS 070 AND 091

SPRING 2021

UNIVERSITY OF UTAH

LEARNING OBJECTIVES

By the end of this course, you can expect to:

Understand basic argumentation concepts, principles of effective argumentation, and critical thinking.



Apply argumentation concepts to develop reasonable arguments that enhance critical thinking and communication skills

Evaluate public arguments in legal, political, social, and other communication contexts.



INSTRUCTOR INFORMATION

INSTRUCTOR: Jeremy Freed

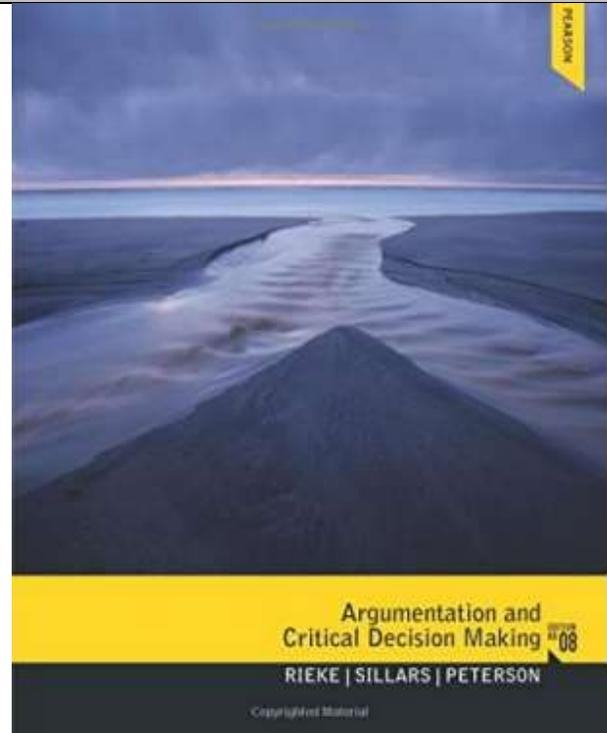
CONTACT: jeremy.freed@utah.edu

OFFICE HOURS: By appointment; TBA

COURSE INFORMATION

PREREQUISITES	None
GE FULFILLMENT	QB: Quantitative Reasoning (Logic) HF: Humanities Exploration
CREDIT HOURS	3 Credit Hours Per university policy, plan to budget 9 hours per week completing course modules and assignments
TIME/PLACE	Asynchronous online via the course Canvas site
COURSE DESCRIPTION	Study of argumentation-reasoning, issues, audience analysis-in decision-making contexts. Analysis and critical evaluation of persuasive and argumentative messages.

REQUIRED MATERIALS



Rieke, R. D., Sillars, M. O., & Peterson, T. R. (2012). *Argumentation and critical decision making (8th edition)*. Boston: Pearson Education

ALL OTHER MATERIALS WILL BE AVAILABLE ON THE COURSE CANVAS SITE

This course is online and asynchronous. This means you will need access to the following:

RELIABLE INTERNET ACCESS



COMPUTER

VIDEO RECORDING



AUDIO RECORDING

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GOALS AND CONTENT OVERVIEW

My primary goal for this course is to help each of you attain mastery of the learning objectives. I intend to provide materials, support, and guidance that will aid you in achieving that goal. I hope that you will take this course seriously, budget appropriate time to complete the course materials, and actively engage in course work. We will use a mixture of lecture videos, lecture audio, presentations, readings, and case studies to engage with and apply the course concepts.

ACCOMMODATIONS AND ATTENDANCE

This course might expose you to things you find disconcerting, 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 accommodations policy ([Section III.Q](#)).

If you need an accommodation due to disability or other special need, I will happily provide the accommodation. You will be responsible to provide documentation of the accommodation at the start of the semester. Please see the Center for Disability and Access (<https://disability.utah.edu/>).

The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

As this is an asynchronous online course, you have the flexibility to work at your own pace, providing you are meeting course milestones.

DEADLINES

I will not accept late work. Assignments must be submitted and examinations completed as scheduled. Students who do not observe this policy will not be permitted to make up exams or assignments. Exceptions will only be made in the case of University-sanctioned activities, religious/spiritual observances, or legally mandated events (e.g., jury duty). For these situations, you must contact me prior to missing the deadline to make other arrangements. If you have a family or medical-related emergency that will result in missing a deadline, contact me as soon as possible to discuss options. [If you are exposed to or have symptoms of COVID-19, follow the university COVID contact tracing requirements.](#) Deadlines are to ensure course milestones are met. You may submit assignments early providing you have completed the requisite course module materials.

REVISE & RESUBMIT (R&R)

You may revise and resubmit (R&R). If an R&R demonstrates substantial improvements, taking into consideration instructor feedback, **your grade for the milestone may be increased by up to a maximum of six (6) points.**

RESPONSIBILITIES

Your Responsibilities:

- Demonstrate academic maturity by actively participating and completing coursework on time
- Use respectful verbal and nonverbal responses to other students (e.g., be civil)
- Use "I" language rather than "You" language (i.e., "I feel" not "You made me feel")
- Avoid derogatory language and bullying tactics

My Responsibilities:

- Be available to answer questions in a timely manner
- Facilitate critical thinking through use of course materials
- Ensure our class is a respectful place for critical discussion
- Be respectful and model positive interpersonal and intergroup communication

CLASSROOM EQUIVALENCY

Discussion threads, emails, and chat rooms are considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting
- Disrespectful language and photos are never appropriate
- Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate
- Do not use ALL CAPS, except for titles or overuse of certain punctuation marks such as exclamation points and question marks
- Course emails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

ELECTRONICS

As this is an online course, you are expected to have access to a computer and reliable internet access as well as basic computer proficiencies as well as a basic understanding of Word or Adobe Acrobat. **Do not rely on the Canvas smartphone apps, as they have proven unreliable for assignment submissions.** Laptops can be checked out from the Marriott Library Knowledge Commons ([Student Checkout Equipment Marriott Library \(utah.edu\)](#)). It is your responsibility to maintain your computer and related equipment in order to participate in this course. Equipment failure will not be an acceptable excuse for late or absent assignments.

GRIEVANCES

If you have any concerns about the course, please meet with me to discuss them as soon as possible. If we are not able to resolve your concerns, contact the course supervisor, Dr. Michael Middleton, in LNCO 2517 during office hours or at m.middleton@utah.edu If you are not satisfied with the response, you may contact Dr. Natasha Seegert, the Director of Undergraduate Studies (natasha.seegert@utah.edu).

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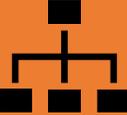
UNIVERSITY OF UTAH

CHECK THE CANVAS COURSE SITE AT LEAST WEEKLY

[HTTPS://UTAH.INSTRUCTURE.COM](https://utah.instructure.com)

ASSIGNMENTS

Note: This course is asynchronous. This means that you can work at your own pace, providing you meet milestone deadlines. Milestones are larger assignments that demonstrate mastery of course concepts.

	<p>Quizzes – 2 points each (10 points total)</p> <p>Successful completion of quizzes demonstrates understanding and recognition of argumentation and critical thinking concepts and terms. There are five quizzes to be completed at the end of specified modules.</p>	<p>Topic Paper – 20 points</p> <p>You will choose a contemporary controversy of local, state, national, or international significance. Once you have selected a controversy, you will 1) create an annotated bibliography of 5-7 credible sources relevant to your topic; 2) write a 250+ word rationale identifying your topic, explaining the significance of your topic, and discussing why argumentation is appropriate for addressing the controversy; 3) write 3-4 propositions based on your topic. One of the propositions will become the basis for your argumentative essay.</p>	
	<p>Activities – 2 points each (10 points total)</p> <p>Activities demonstrate your ability to evaluate arguments or to apply argumentation and critical thinking skills and criteria to case studies. There are five activities to be completed at the end of specified modules.</p>	<p>Refutation Block – 15 points</p> <p>You will write a list of arguments you plan to include in your argumentative essay. You will then create a refutation block, which identifies and develops point-by-point counterarguments against each claim you intend to make. For each counterargument, identify the claim it is making, provide evidence that supports the claim, and elaborate on a warrant that connects the evidence to the claim.</p>	
	<p>Argument Diagram – 10 points</p> <p>You will evaluate an argument using the Toulmin model of argument. Key components include claim, grounds, warrant, backing, qualifier, reservation, and rebuttal. I will post the argument to Canvas. You are responsible for identifying the claim, warrants, evidence (backing), qualifiers, reservation(s), and rebuttal(s) in the argument (or lack thereof). You will also determine whether the argument can be considered substantive per Toulmin standards. This assignment is comprised of the argument diagram itself and a 500+ word review explaining your reasoning why the argument is or is not substantive.</p>	<p>Argumentative Essay – 25 points</p> <p>You will develop a claim to support (or refute) one of the propositions from your Topic Paper and support that claim with your own research. Draw on examples and discussions of case writing and issue selection from course readings and modules. Your essay will reflect effective grounds, backing, warrants, qualifiers, reservations, and rebuttals (as appropriate). Essays are 1000+ words. I expect to see revised, edited, and polished submissions.</p>	
		<p>Argument Presentation – 10 points</p> <p>You will draw on your argumentative essay to make a persuasive presentation intended to convince your audience to grant adherence to your proposition.</p>	

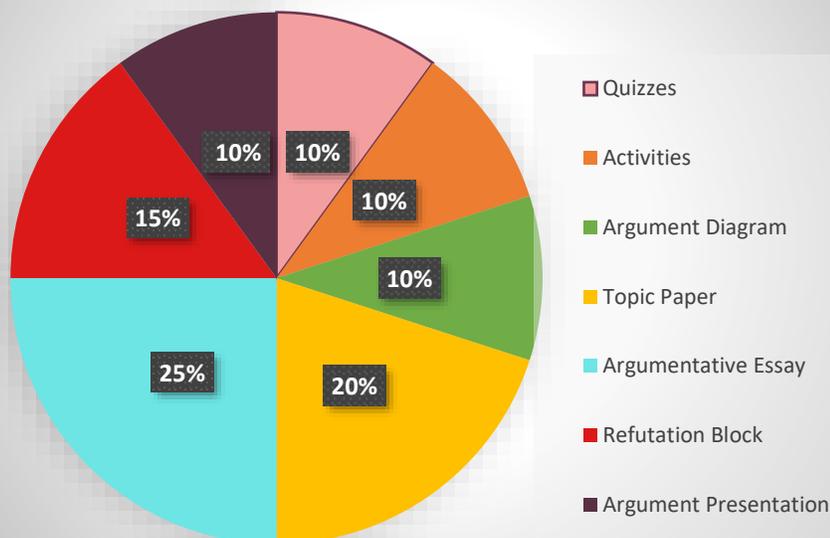
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Percent of Grade



GRADE	PERCENT	EXPLANATION
A	94+	Excellent performance; superior achievement
A-	90-93	
B+	87-89	Good performance; substantial achievement
B	83-86	
B-	80-82	
C+	77-79	Standard performance and achievement
C	73-76	
C-	70-72	
D+	67-69	Substandard performance; marginal achievement
D	65-66	
D-	61-64	
E	< 60	Unsatisfactory performance and achievement

SPRING 2021 COURSE CALENDAR

MODULE 1	Course overview and Introductions	MODULE 8	Read – Chapter 9 Quiz – Chapter 9
MODULE 2	Read - Chapter 1 Activity – Identifying Arguments	MODULE 9	Read – Chapter 10-11 Activity – Refutation and Fallacy
MODULE 3	Read - Chapter 2-3 Activity – Practice Research	MARCH 25	Milestone – Refutation Block
MODULE 4	Read - Chapter 4 Quiz – Chapters 1-4	MODULE 10	Read – Chapter 12-13 Quiz – Chapters 10-13
FEBRUARY 18	Milestone – Argument Diagram	MODULE 11	Read – Chapter 14 Quiz – Chapter 14
MODULE 5	Read – Chapter 5-6 Activity – Practice Case Building	MODULE 12	Read – Chapter 15-16
MODULE 6	Read – Chapter 7 Activity - Evidence	APRIL 22	Milestone – Argumentative Essay
MARCH 4	Milestone – Topic Paper	MAY 5	Milestone – Argument Presentation
MODULE 7	Read – Chapter 8 Quiz – Chapter 8		

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UNIVERSITY POLICIES

ACADEMIC MISCONDUCT



A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another commit an act of academic misconduct.

For more information on academic misconduct, see the Code of Student Rights and Responsibilities (regulations.utah.edu/academics/6-400.php)

PLAGIARISM SOFTWARE

I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

AMERICANS WITH DISABILITIES ACT

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 Services, 162 Olpin Union Building, (801) 581-5020. CDS 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 Services.



ADDRESSING SEXUAL MISCONDUCT



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).

DIVERSITY/INCLUSIVITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

STUDENT NAMES AND PERSONAL PRONOUNS

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, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php



WELLNESS



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

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VETERANS

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. 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 also let me know if you need any additional support in this class for any reason.



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/>); 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.

CAMPUS SAFETY

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. SANDY POLICE 801-799-3000



UNDOCUMENTED STUDENT SUPPORT



Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

OFFICIAL DROPI/WITHDRAW DATE

The last day to drop classes is January 29th; the last day to withdraw from this class is March 12th. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility



TECHNICAL SUPPORT - CANVAS



If you have technical issues with Canvas, you may contact the instructor for help. If the instructor is not immediately available or unable to help you resolve your technical issue, contact Teaching and Learning Technologies.

TECHNICAL SUPPORT - UNIVERSITY

If you have technical issues with your university password or email, contact the University IT Help Desk.



NOTE: This syllabus is meant to serve as an outline and guide for the course. Please note that I may modify it with reasonable notice to you. I may also modify the course schedule to accommodate the needs of our class. Any changes will be posted on Canvas under announcements.