

# COMM 1270

## Summer 2018

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### When & Where

W 6:30-9:00pm  
SANDY 104

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### Instructor

Jeremy Freed  
jeremy.freed@utah.edu

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### Office Hours

If you would like to meet outside of class, please send me an email to schedule a time.

I also will be available for approximately 15 minutes before and after each class.

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### Prerequisites

This course has no prerequisites.

This course fulfills both one Quantitative Reasoning (QB) and one Humanities Exploration (BF) requirement



## Analysis of Argument

### Course Materials

#### **Required:**

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

This book is on reserve at the Marriott Library and can be checked out for 2 hours at a time.

Copies are also available for purchase at the Campus Store.

Other materials will be available from the course website in weekly modules.

### Course Website

We will augment our course using Canvas (<https://utah.instructure.com/courses/497532>) for a variety of purposes including readings and turning in assessments. When you get to the Canvas home page, begin with "Start Here."

### Time Commitment

***This is an INTENSIVE and HYBRID course. This course will be challenging and engagement, attendance, and university-level work are expected. INTENSIVE means that this course will compact a normal semester's worth of content into a 6-week first-session program. HYBRID means that half of the course will be conducted entirely online via the course Canvas site.***

This is a 3-credit course. Per [U of U policy 6-100-III-B](#), you should expect to allocate approximately 9 hours of your time per week on this course (3 in class/6 out of class).

## Learning Objectives

By the end of this course you will be able to

- ...explain communication theories of, perspectives, principles, and concepts in relation to argumentation
- ...evaluate local, national and/or global issues from a communication perspective
- ...use course concepts to analyze and evaluate public arguments in legal, political, social, and governmental contexts
- ...analyze, create, and respond to arguments in a public forum

## Course Overview

This course fulfills University requirements for quantitative reasoning (logic) and humanities exploration (QBHF).

A minimum grade of D- or CR is required to complete this requirement. If you are taking this course as part of the Communication major, you must complete the course for a letter grade.

Welcome to Analysis of Argument. We will learn the concepts of formal argumentation, which will allow you to critically evaluate information, assess the strengths and limitations of logical approaches to knowledge, and make rational decisions based on data. Through course materials and consistent applied analysis of contemporary arguments, you will become familiar with the bases of deductive and inductive logic.

Contemporary political and popular issues have real impacts on all of our lives, irrespective of our chosen fields of study. In this course, we will learn how to understand arguments, how arguments are constructed, how to make a competent argument, and how to respond to others' arguments.

Our course assignments are intended to help you develop your writing and speaking competencies to function in the university and contribute to the larger community.

## Computer Proficiency

As this is a hybrid course, you will need, at a minimum, proficiency using a computer, accessing the internet (specifically the course Canvas site), and access to both computer and internet. The University provides several open-access computer labs (i.e., Marriot Library knowledge Commons and the Union). I have also included an introduction to navigating the course site through the course home page.

## Your Job

### I expect you to...

- Complete modules and readings before class begins and come prepared to engage in discussions of the material
- Use respectful verbal and non-verbal 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

## Content Accommodation

Argumentation is inherently controversial. We will look at politics and popular culture examples, as well as current news articles about pressing issues. We will build our proposition bank for the course as a group and the propositions may include content that is controversial or offensive. I suggest having an open mind and a willingness to step outside your comfort zone. I do not suggest lightly giving up core beliefs or principles. However, I do not grant content accommodations unless you go through the University accommodation process and are able to adequately articulate how exposure to the content in this course places a burden on your sincerely-held core beliefs. I recommend dropping the course rather than seeking an accommodation. Please review the content accommodations policy at <http://regulations.utah.edu/academics/6-100.php>.

***NOTE: This syllabus is an outline and guide, not an EULA for the course. Please note that I may modify it with reasonable notice to you. I may also modify the schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.***

## My Job

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 weekly 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

## Grading

Your final grade will depend on the amount and quality of work you complete during the semester. I do not offer extra credit and I do not grade on a curve.

We have a number of graded assessments:

Assignment	Possible Points	Percent of Grade
Attendance	10	10
Argumentation Diagram	25	25
In-Class Arguments	30	30
Evidence Portfolio	35	35
<b>Total</b>	<b>100</b>	<b>100</b>

### Grading Scale

<b>A</b>	93-100	<b>C</b>	73-75
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	66-69
<b>B</b>	83-86	<b>D</b>	63-65
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	76-79	<b>E</b>	Below 60

### 24/7 Dispute Policy

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

If you want to discuss your grade, you should:

- Wait 24 hours.
- E-mail me with a detailed explanation of the issue. Write a good argument for your case.
- Schedule a meeting with me to discuss.

You must send the e-mail explaining the issue within 7 calendar days of receiving the grade. No dispute requests will be reviewed if I receive the request more than 7 calendar days after grade distribution.

## Course Calendar

May 16: Course introduction

May 23: (51 pages + Modules)

- Defining Arguments
- Appraising Arguments
- Making Sense of Argument

May 30: (49 pages + Modules)

- Diagramming Arguments
- Issue Selection
- In-class argument diagram

June 6: (54 pages + Modules)

- Evidence
- Values
- Credibility
- In-class debates

June 13: (52 pages + Modules)

- Politics
- Refutation
- Fallacies
- In-class debates

June 20: Closing Arguments

- In-class debates

June 27: Evidence packets due via Canvas

## Late Work

I will not accept late work or allow missed assignments to be made up except in the case of documented illnesses, emergencies, and university-sanctioned events or religious obligations.

If you know you will miss class due to university-sanctioned events, turn in any assignments before their due date via Canvas or e-mail, or drop them in my box in 2400 LNCO.

It is better to turn in an incomplete assignment and earn partial credit than to miss an assignment and earn no credit.

## Canvas Modules and Reading

I have created modules on Canvas to provide detailed explanations of each of the course concepts. I have also included a schedule for completing modules. Modules include a variety of content to help facilitate different learning styles. **Write down questions you have about the module content so we can discuss those questions in class.**

Although some of the assigned readings will be challenging in terms of vocabulary and argument. Do your best to complete the readings prior to class. **Read carefully, take notes, and write down questions you have about the readings so we can discuss those questions in class.**

Research in learning has demonstrated that taking notes on a separate piece of paper, in addition to highlighting the text, improves your retention of information in the long-term.

- Underline, highlight, and/or star important points on the reading itself (not recommended for rentals or borrowed texts)
- Mark unfamiliar words, look up the definition, and write the definitions in the text and/or in your notes
- As you read, try and paraphrase, or restate in your own words, key concepts from the reading in your notes
- You do not need to read every single word on a page. Focus on looking for key concepts and then try and make connections between the concepts, between the concepts and a media example, or between the concepts and your own experiences (we will practice making these connections in class)

# Assignment Descriptions

## ➤ Attendance

Since this course is intensive and hybrid, we only have six class meetings. I structure this course to include many active learning components. Active learning requires you to be present, so, I expect you to be present. Attendance is mandatory and will be recorded at the beginning of the class.

However, sometimes life happens. I do not count 1 “free” unexcused absence during the semester against your grade. Per University policy 6-100(III), section O., “students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics), or government obligations (e.g., military or jury duty), or religious obligations...shall be permitted to make up both assignments and examinations.” Therefore, absences due to documented university activities, government obligations, or religious obligations will not count against the 1 “free” unexcused absence. However, ***you are responsible for communicating such absences in writing to me prior to the absence and will require make-up work.***

Absences beyond the 1 “free” will result in 2 points deducted from your attendance grade per absence.

**The best way to succeed in this course is to attend every class meeting during the semester.**

## Assignment Descriptions, cont.

### ➤ Argument Diagram

Argument diagrams provide a clearer picture of the structure of an argument. Argument diagrams also allow you to better understand and critically evaluate arguments in everyday life.

For this assignment, you will diagram an argument in class. I will select the argument. You will diagram the argument using the various parts of the Toulmin Model described in Chapter 4 of our textbook. You will identify the claim(s), grounds, warrant, backing, qualifier, rebuttal, and reservation. You will also develop a brief critical analysis of the argument. **We will complete this assignment during class time as an in-class project. Make sure you attend class that day or discuss alternatives with me before class begins.**

### ➤ In-Class Debates

For the second half of the session (weeks 4-6), we will practice making and responding to arguments. Each week I will provide 4 propositions derived from contemporary issues in politics at the local, national, and global levels.

Your job will be to come to class with evidence prepared to both support and refute at least two of the propositions.

You will provide 2-3 pieces of evidence per proposition. Each piece of evidence should address a different aspect of the argument. You should be sufficiently familiar with the issue to be able to support or refute the proposition.

You will then work with your partner(s) to debate the issue. One person from each pair will present a case either supporting or refuting the proposition. The other person will argue the opposing side.

Example:

Proposition: The sale of bump stocks should be banned in the United States.

Person 1: Makes a case for or against the proposition using 2 pieces of evidence to support the case.

## Assignment Descriptions, cont.

Person 2: Briefly summarizes person 1's argument (their argument is...) then presents the counter argument (my response is...). Uses 2 pieces of evidence to support the counter argument.

Each student will debate a total of 4 times during the last 3 weeks of class for 3-4 minutes.

Grades for this assignment will be determined based on presentation of the argument and counterargument.

We will determine debate teams during the first class meeting on May 16<sup>th</sup>.

**NOTE: These are not competitive debates. Rather, this is an opportunity to engage in argumentation. I expect you to work together to further knowledge rather than working against each other to "win."**

### ➤ Evidence Packet

As part of preparing for the in-class debates, you will put together an evidence packet that demonstrates your research.

You will choose six of the twelve propositions from weeks 4-6 in-class debates.

For each of those six propositions, you will craft a half page evidence card supporting the argument as both pros and cons.

For each proposition, you will provide 3 evidence cards. You will search the library and/or internet for articles to use as support or refutation for the proposition.

At least 1 of these articles (for each proposition) MUST be from a scholarly source (peer-reviewed academic journal or academic book publisher).

When you find an article, you will read it looking for key passages that support the argument you are trying to make.

## Assignment Descriptions, cont.

Cards have three elements

- 1) A tagline
  - a. Taglines should be no longer than 10 words
  - b. Taglines should be declarative sentences
  - c. Taglines should summarize the claim made in the passage you have identified as useful evidence
  - d. Taglines should always be in **BOLD** text
- 2) A citation
  - a. The citation should use APA format. See the sample evidence card on Canvas.
  - b. The citation should NOT BE BOLD, except the author's last name and the year.
  - c. The citation should immediately follow the tagline for every card.
  - d. Citations are always formatted in the following way:  
(Journal Articles)  
**Last Name**, First Initial. (Year).  
Article title. Publication title, volume (number): page numbers.  
<https://doi.org/DOI#>  
(Newspaper Articles)  
**Last Name**, First Initial. (Year).  
Article title. Publication title,  
Retrieved from <https://www.url.com>
- 3) The passage of evidence
  - a. Usually a paragraph or more
  - b. It should be underlined to indicate the parts of the card you will read
  - c. The parts you underline should not violate the context of the original argument. The evidence should express the intent of the author. For example, you should NOT creatively edit out words like "not," "but," etc.

## Assignment Descriptions, cont.

Tips for cutting cards:

- 1) Cut cards that make arguments (i.e., include a claim and evidence)
- 2) NEVER cut one sentence cards
- 3) Cards should be at least a paragraph, should not be out of context
- 4) Cards should be complete thoughts. When you cut a passage to make a card, start at the beginning of a sentence and stop at a period. Don't start mid-sentence, use ellipses to eliminate part of the card, or stop mid-sentence.

See Canvas for a sample card.

You will arrange your cards in a logical order for advancing your argument. Your evidence packet will include cards arranged in logical order for each of the six propositions.

We will discuss this assignment in detail during class and examples will be posted to Canvas by the end of week 2.

# University Policies

The following University policies apply to this course:

## ➤ **The 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 & 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 & Access.

## ➤ **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).

## ➤ **Drop/Withdrawal**

The last day to drop is Friday, January 19<sup>th</sup>. Students may add or drop any course in a regular 15-week University semester without penalty through this date. After January 19<sup>th</sup>, 2018, you may withdraw from the course before Friday, March 2<sup>nd</sup> without permission, but a "W" will be recorded on your academic record and applicable tuition and fees will be assessed.

# University Policies – cont.

## ➤ Academic Code of Conduct

<http://regulations.utah.edu/academics/6-400.php>. You are responsible for reading, understanding, and following the Academic Code of Conduct. A major component of the

Academic Code of Conduct is plagiarism. **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.**

## ➤ Accommodation Policy

<http://regulations.utah.edu/academics/6-100.php> (Section III.Q). I want you to consider this course intellectually and personally challenging. We will be reading and engaging with material that may contain expletives, difficult cultural and social conversations, as well as a wide variety of ethical and moral stances. Some of this is a byproduct of the subculture we will be engaging with. The university does not grant content accommodations for personal disagreement with ideas, theories, or their implications. If your sincerely-held core beliefs are in such conflict with course material that you feel that you require a content accommodation, I strongly suggest that you drop the course before the last day to drop courses. I will not grant content accommodations. **This is not a capricious decision. I selected materials based on**

specific pedagogical goals. Also, the gaming community, including scholars, has a history of rough edges and controversy.

## University Policies – cont.

### ➤ 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.*

### ➤ Student Names & 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). 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.

### ➤ 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 also let me know if you need any additional support in this class for any reason.

## University Policies – cont.

### ➤ LGBT Resource Center

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.

### ➤ 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.