

ARGUMENTATION & DEBATE

CMST 2063

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REQUIRED COURSE MATERIALS:

Heinrichs, J. (2013). *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*. New York: Three Rivers Press.

One two-pocket folder for handing in debate paraphernalia

As a General Education Humanities Course, CMST 2063 enables you to demonstrate an understanding of the historical, cultural, and philosophical complexity that supports sophisticated discourse.

You will learn to become a more effective critical thinker and consumer of information and arguments. This will be accomplished by achieving the following:

- Understanding, identifying and evaluating the types of arguments, reasoning processes, and logical fallacies
- Knowing what evidence is, how to use it to prove a claim, and how to evaluate the adequacy of your and opposing evidence
- Learning to organize arguments into a persuasive case
- Developing skills in refutation and cross examination
- Being able to use these skills in a variety of forums

ABSENCES/LATE WORK: Tell me ahead of time if you're going to miss a major speech day. Excusable reasons for missing are, to be frank, few and far between, but include unexpected sickness **proven** by the presentation of a doctor's note, family emergency **proven** through

presentation of an obituary, etc., or a university-sanctioned activity like a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up the speech (either on another day during the same round, or during my office hours in front of myself and a few other instructors). Make-up speeches are reserved for **students who are in good standing** in the course, provide me with an **outline of their speech within twenty-four hours** of missing it, and **schedule a make-up within one week**.

Missed speeches that are not accompanied by proof of excused absence and an outline may be made up within the week they are missed for the **maximum grade of a C**. (Life happens, but not without consequences.)

Other major course assignments will be due in-class. If you can't make the in-class deadline, you can turn the assignment in for **increasingly fewer points** throughout that day, up **until 5pm**. After that point, work will no longer be accepted without proof of extenuating circumstances (see above).

DEBATE DAYS: On the day of your debate or presentation, you should arrive in appropriate attire (i.e. business casual, or at least not in pajamas) prepared to give your speech. All individuals must submit a folder containing materials pertinent to each specific assignment specified on each assignment sheet.

Your role as an audience member is equally important to a successful debate. As I indicate above, attendance on debate days is mandatory for everyone. You are also responsible for being a supportive audience member. This means that working on homework, typing on a lap top, text messaging, walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will be considered rude and treated accordingly, probably with some species of public shaming and/or ridicule.

ACADEMIC MISCONDUCT: Don't plagiarize. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. You can find the official LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html>. Your work would be considered as plagiarism in part or entirely if it involves any of the following:

- Submitting work that was written by someone other than you (an online source, a friend, etc.).
- Submitting work in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submitting work in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
- Submitting work that you have written together with a friend as if it was solely your own intellectual property.
- Submitting work for COMM 2063 that you wrote verbatim for another class.

STUDENTS WITH DISABILITIES: The Americans with Disabilities Act and the Rehabilitation Act of 1973 states: “If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged. After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

MAJORING IN COMMUNICATION STUDIES

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, “To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills.” We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.

ASSIGNMENTS/POINT BREAKDOWN (Out of 1000 possible points for the course)

(More elaborate assignment descriptions can be found later in this course pack.)

Campus Problem Video (100 points) You will create a ten-second-long video that exposes a situation on campus that you find problematic. After showing it to the class, you will give a presentation that proposes a solution to this problem.

Outlines (120 points) - At the beginning of each unit, you will watch an example of the style of debate you’re about to practice. As you watch, outline or flow the main arguments you hear each contestant making.

Partner Debate (100 points) You and a partner will face off against another pair of colleagues to debate the pros and cons of an issue chosen from a list of available resolutions. Both teams must follow specific debate format and requirements, including submitting a written brief.

Value Debate (200 points) You and an opponent(s) will debate on a matter of value/evaluation. This will require you to take a position in favor of a value resolution (affirmative) or against it (negative). Both teams must follow specific debate format and requirements, including submitting a written brief.

Parliamentary Debate (200 points) While different in style from the value and proposal debates, the parliamentary style will require you to draw on all the skills you have developed up to this point in the

semester. You should be able to competently debate on matters of value *and* policy. You must also do so with far less individual speaking time and in cooperation with your “party.” The parliamentary debate will center around a bill that I shall draft and make available to the class. We will be broken into two parties, one in favor of the bill (Government Party) and the other against (Opposition Party). During the “Parliamentary Caucus,” both groups will collaborate and develop their strategy for supporting their position. This should involve doing research, assigning roles, anticipating opposition arguments, and anything else that will help your side prevail.

Briefs (120 points) - For both the Partner Debates and the Value Debates, you will be responsible for finding evidence for each argument you plan to make and summarizing it in a particular format. You may reference this brief throughout your in-class debate performance.

Quizzes (160 points) – Twenty points apiece, usually multiple choice, usually on Mondays.

Day	Material	Of Interest	Homework
W 1/14	Course Introduction		Heinrichs Ch. 1
F 1/16	Everyday Arguments		Heinrichs Ch. 24
M 1/19	NO CLASS		
W 1/21	Campus Problem Video Assignment	Quiz 1	Heinrichs Ch. 25 & 26
F 1/23	Identification	Speaking Days Assigned	Heinrichs Ch. 27 & 28
M 1/26	Rhetoric	Quiz 2	Make a Great Video!
W 1/28	Video Presentations		Make a Great Video!
F 1/30	Video Presentations		Watch/Outline Example Partner Debate [Moodle]
M 2/2	Partner Debate Assignment/Flowing	Quiz 3	Heinrichs Ch. 2 & 3
W 2/4	Epic Rap Battle	Partners/Opponents Assigned	Heinrichs Ch. 4, 5, & 6
F 2/6	Audience Analysis	Resolutions/Briefs Assigned	Heinrichs Ch. 7 & 8
M 2/9	Character	Quiz 4	Heinrichs Ch. 14 & 15
W 2/11	Fallacies		Baggini & Fosl 1.1 - 1.6 [Moodle]
F 2/13	Argumentation	Speaking/Judging Days Assigned	Baggini & Fosl 1.8 - 1.12 [Moodle]
M 2/16	NO CLASS		
W 2/18	Refutation	Quiz 5	Partner Brief
F 2/20	Workshop	Briefs Due	Get Ready!
M 2/23	Partner Debates		Get Ready!
W 2/25	Partner Debates		Get Ready!
F 2/27	Partner Debates		Get Ready!
M 3/2	Partner Debates		Get Ready!
W 3/4	Partner Debates		Get Ready!
F 3/6	Partner Debates		Get Ready!
M 3/9	Partner Debates		Outline Example Value Debate [Moodle]
W 3/11	Value Debate Assignment		Heinrichs Ch. 9 & 10
F 3/13	Emotion		Heinrichs Ch. 11, 12, & 13

M 3/16	Authority	Quiz 6	Baggini & Fosl 6.1 - 6.5 [Moodle]
W 3/18	Critique	Opponents Assigned	Baggini & Fosl 6.7 - 6.11 [Moodle]
F 3/20	Critique	Resolutions/Briefs Assigned	Hill & Leeman Ch. 11 [Moodle]
M 3/23	Affirmative Cases	Quiz 7	Hill & Leeman Ch. 14 [Moodle]
W 3/25	Negative Cases	Speaking/Judging Days Assigned	Value Brief
F 3/27	Workshop	Briefs Due	Get Ready!
M 3/30	Value Debates		Get Ready!
W 4/1	Value Debates		Get Ready!
F 4/3	NO CLASS		
M 4/6	NO CLASS		
W 4/8	NO CLASS		
F 4/10	NO CLASS		
M 4/13	Value Debates		Get Ready!
W 4/15	Value Debates		Get Ready!
F 4/17	Value Debates		Get Ready!
M 4/20	Value Debates		Get Ready!
W 4/22	Value Debates		Outline Example Parliamentary Debate [Moodle]
F 4/24	Parliamentary Debate Assignment	Resolution/Parties Assigned	Heinrichs Ch. 18, 19, & 20
M 4/27	Charisma	Quiz 8	Heinrichs Ch. 21 & 22
W 4/29	Leadership		Get Ready!
F 5/1	Workshop		Get Ready!
FINALS WEEK	Parliamentary Debate		

Speaking Assignment: Campus Problem Videos

Length: Between 1:10 and 2:10

Required Materials: A 10-second-long YouTube **video** to be presented in class; a copy of an **outline** of your entire presentation including the searchable title of the video

For this first assignment, you're going to be making a video. And it is going to be awesome.

The premise of our presentations is this: LSU has problems. And your job is to tell the President of the University about one of them. Of course the President is a very busy man, and he's not going to give you much of his time. So to get your point across, you have to make a video that crystalizes the problem and only lasts 10 seconds.

For inspiration for this project, please visit 5secondfilms.com. You'll get a better idea of what you're supposed to be doing from watching than from reading, I'd imagine.

You will show the class, who will be acting as the President's council, your video (which you should place, at least temporarily, on YouTube) to tell us what the problem is. You will then spend between 1 and 2 minutes presenting (live, as a mini-speech) a solution to the problem that your video expresses.

You may either use your own equipment/software to make the video visit Studio 151 (Coates 151) to borrow cameras from them and use their editing resources. Your video should mimic the 5secondfilm style as closely as possible, including tone, layout, and editing techniques.

You are free to ask colleagues or friends to perform in the video with you, but you must be in total control of the camera and editing process, and you must appear on-screen at least once. If other people contribute, be sure to include a credits reel (that is not part of the 10 seconds of the film) at the end of the presentation of the problem.

After you show your video to the class, you should spend at least one minute (as long as you have left) explaining to the President why your solution will resolve this campus problem. Give him reasons to approve of your stance based on his own self-interest, his respect for the students, and his love of the whole LSU community. Close with one final (catchy, memorable) statement about why he should support your initiative.

Writing Assignment: Evidence Briefs

Purpose of the Brief: The purpose of the brief is to systematically organize all of the arguments you have collected in doing your research. This method of organization allows you to quickly assess your arguments for the debates.

Requirements for the Assignment:

The evidence should contain a full source citation, following this format:

Full Name, Qualifications, Title of Article or Book, Title of Journal/Magazine/Newspaper (if needed), the date of publication, page number or web address.

The brief should be type-written and written in an outline format (See the attached example).

The outline of your arguments should follow a logical order that mirrors how your position will unfold in the debate.

Grading: The brief will be graded on:

Date, Quality of Sources, and Diversity of Sources: the evidence should come from the most recent dates (in most cases), qualified sources (i.e., experts in the area), and a diversity of sources.

The dates in which your evidence was published matters. The more recent the evidence, the more likely it is accurate because it assumes any changes that might have occurred recently. Therefore, the more recent your evidence, generally the better.

The quality of the sources of your information is also important. Generally, you should try to find evidence from experts in the areas associated with your topic. Newspaper and magazine writers are fine, but they are not as informed as experts. Try to find the most qualified sources for your evidence.

Diversity of Sources: The more diversity in sources, the better.

Length of Evidence: When you select portions of articles to include in your evidence, you should include enough of the article so that it is a full paragraph. Providing only one or two sentences from the article will be insufficient. Additionally, the quotation should not be so long that it takes you more than a minute to read it out-loud. See the example brief included in this assignment sheet for an example of the expected length of a quotation.

Format: See the example attached for a better idea of how you should format the brief. Generally, your brief should be in a proper outline format, should include a full-sentence argument, then citation of your source, then the block quotation for each and every argument. Finally, the brief should be free of major grammatical and spelling errors.

Speaking Assignment: Partner Debate

Description: Two-on-two debates containing 1 short speech for each speaker and a group cross-examination

Format: Scripted for the Constructive speeches, handwritten keyword outlines for the Rebuttals

Required Materials (submitted in a two-pocket folder): Your Constructive script including an APA works cited page and your handwritten Rebuttal notes (taken during the debate)

This is a debate. There will be a lot of back-and-forth action, and hopefully a lot of lively discourse opposing sides. Caring (really – caring) about your side of the argument will make this much more interesting for both yourself and your audience.

Not only are you debating, but you are doing it in a very academic style – there are rules, and there is a particular format. The series of speeches within one round of debate will go as follows:

Affirmative Constructive – 3 minutes – The Affirmative contestant will give a pre-written speech affirming the resolution that the opponents have been assigned to debate. The speech should introduce the resolution, briefly thank the audience and their opponent for their attention, and proceed to include two points about why the audience should agree with it. The Negative contestant will take notes of the Affirmative arguments. The speech must contain at least two citations (including the work's author, date, and publication), which should come from credible sources. If the sources are not respectable, the Negative may feel free to ridicule them during rebuttal.

Cross-Examination – 2 minutes – The Negative contestants will alternate asking questions of the Affirmative, clarifying any points they've missed or laying the groundwork for arguments they plan to build against the Affirmative case.

Negative Constructive – 3 minutes – The Negative contestant will give a pre-written speech negating the same resolution. After a brief introduction, and after similarly thanking their audience and opponent, this speech will outline two reasons why the audience should disagree with the resolution. The Affirmative contestant will take notes of the Negative arguments. The Negative must also include at least two author-date-publication citations, with the same stipulation about source material.

Cross-Examination – 2 minutes – The Affirmative contestants will alternate asking questions of the Negative, for clarification and argumentative purposes.

Prep Time – 3 minutes – Both contestants will have a brief opportunity to get their thoughts and outlines together in preparation for rebuttals.

Affirmative Rebuttal – 3 minutes – The Affirmative contestant will make two points based on a keyword outline they have made during the course of the debate: 1) One reason the Affirmative case is superior, and 2) One reason the Negative case is inferior. The speech, although brief, should include a quick preview of the points to be made, as well as transitions from point to point. The Affirmative should conclude by encouraging the audience to support the resolution.

Negative Rebuttal – 3 minutes – The Negative contestant will similarly make two points, also from a keyword outline: 1) One reason the Affirmative case is inferior, and 2) One reason the Negative case is superior. The Negative should also preview the points and include effective transitions, and conclude by encouraging the audience to negate the resolution.

Each of these speeches will be timed by the instructor, and points will be deducted if the speaker continues after receiving the “time’s up!” signal.

You will not be graded on winning or losing, although the colleague critique groups for each speech will be armed with ballots, and will be judging the outcome of the round just so there is a real element of contest. More practically, your grade will be determined by your use of the argumentative methods we’ve covered in class. Does your constructive seem organized to persuade, and does it include staples from our discussion of building a case? Is your rebuttal coherent, and does it include the two points you are supposed to make? Does it use elements of refutation we’ve covered? Is your cross-examination technique useful without being unfair? Delivery is also a concern – a good debater is polished, has great diction, and is able to make assertive arguments without seeming like an overaggressive jerk.

In the end, the goal is to have fun while making sure ideas get a fair amount of exposure in front of an attentive, entertained audience.

Speaking Assignment: Value Debates

Description: One-on-one debates that evaluate a resolution based on a value and a measuring mechanism

Affirmative Constructive (AC) – 3 minutes

This is where the affirmative outlines their case by clearly establishing their definitions, value criteria, and main contentions.

Negative Cross-Examination – 2 minutes

Negative Constructive (NC) – 3 minutes

This is the negative's first opportunity to refute the affirmative case. In addition to outlining the negative position on the resolution, the speaker may choose to respond to specific content from the affirmative constructive.

Affirmative Cross-Examination – 2 minutes

First Affirmative Rebuttal (1AR) – 2 minutes

The affirmative responds to the contents of the negative constructive and reiterates the affirmative position.

Negative Rebuttal (NR) – 3 minutes

Negative response to the affirmative rebuttal and reiterates the negative position.

Second Affirmative Rebuttal (2AR) – 1 minute

This is the final speech of the debate. The affirmative must respond to the contents of the negative rebuttal and make one last appeal to vote affirmative.

In addition to the speech times above, each team will be allocated a lump sum of 2 minutes for preparation between speeches. The teams may divide this time however they see fit.

Speaking Assignment: Parliamentary Debate

The parliamentary debate assignment mimics the styles of argumentation found in governing bodies, including the U.S. Congress, British Parliament, as well as many workplaces and political organizations. Accordingly, it resembles everyday debate more than your previous assignments.

While different in style from the value and proposal debates, the parliamentary style will require you to draw on all the skills you have developed up to this point in the semester. You should be able to competently debate on matters of value *and* policy. You must also do so with far less individual speaking time and in cooperation with your “party.”

The parliamentary debate will center around a bill. The class will be broken into two parties, one in favor of the bill (Government Party) and the other against (Opposition Party).

During the “Parliamentary Caucus,” both groups will collaborate and develop their strategy for supporting their position. This should involve doing research, assigning roles, anticipating opposition arguments, and anything else that will help your side prevail.

The actual debate during the time assignment by the university for our class’s final exam. The format will be as follows:

- **Prime Minister Speech:** The Government Party is responsible for electing/appointing their party leader, who will receive five points of extra credit for their speech. This opening speech should articulate the general argument in favor of the bill. *It should last no longer than five minutes.*
- **Opposition Leader Speech:** The Opposition Party must also elect/appoint a leader, will also receive five points of extra credit. This speech should articulate the general argument against the bill. *It should last no longer than five minutes.*
- Several three-minute statements will follow these opening speeches, starting with the Government Party and alternating from that point forward. *These speeches should last no longer than three minutes.*
- **Opposition Rebuttal:** Once all party members have had their say, the leader of the Opposition Party will return to the platform to deliver a final refutation of the bill. *This speech should last no longer than four minutes.*
- **Prime Minister Rebuttal:** The leader of the Government Party gets the last word and *can speak for no longer than four minutes.*

Here are some other important parts of the process:

- Each side gets a grand total of *ten minutes of preparation time* to use however they see fit.
- A member of one party may ask a speaking member of the opposing party a question during their speech. The speaker, however, has the option of refusing to recognize the questioner. Answering questions *does* count against speech time.