

CMST 2063: Argumentation & Debate¹

Instructor: Jonathan M. Broussard

Classroom: Coates 127

Office: 320 Coates Hall

E-mail: jbrou68@tigers.lsu.edu

Office Hours: 11:30-1:30 Monday and Friday; or by appointment. To make an appointment, either see me after class or email me. Note: I do not respond to email after 7:00 PM. If you need a response the same day, it is best to get the message to me before noon. For all emails regarding meetings outside of my office hours, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time. Emails should adhere the following format: Formal Salutation – Body – Closing.

The Course

CMST 2063 awards General Education Humanities credit because it addresses the achievement of the following General Education Competency:

LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity, which supports sophisticated discourse.

CMST 2063 seeks to develop students' capability to construct, analyze and evaluate the competing claims, which characterize civic discourse in a contingent world. In other words we seek to increase awareness of the methods of interaction demanded by an open society and acquire a wider range of strategies for dealing with the possibilities, pressures, and responsibilities offered therein. Following Protagoras and Isocrates, we hold that the ability to use language to address practical problems while furthering the core values of freedom, self-control, and virtue is a hallmark of liberal education and a required skill for maintenance of a free society. This course is informed by our confidence that an understanding of the basic precepts of argumentation and debate along with their application is fundamental to the maturation of civic merit in the individual as well as society as a whole.

To this end we will seek pragmatic tools for use whenever we find ourselves summoned to the agora. Accordingly, we will mine classical as well as contemporary theory for concepts that can serve as those tools. At the end of the semester we should have access to a range of goal-directed strategies that will hone our critical competence and help everyone construct happier, more productive social lives. In sum, this course is about acquiring a bigger tool box in service of both self and community.

Course Objectives

Students will learn to become more effective critical thinkers and consumers of information and arguments. This will be accomplished by achieving the following:

¹ I am very grateful to my colleagues Ashley Mack, Bryan McCann, Elizabeth Sills, and Kelly Young for sharing their syllabi and ideas with me.

- 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

Required Texts/Materials

Heinrichs, Jay, *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach us about the Art of Persuasion* (New York: Three Rivers Press, 2013).

- Additional readings/materials will be posted online.
- Access to and competency with online search engines and university libraries are essential for success in this course

COURSE POLICIES

Office Hours and Availability If, for whatever reason, my posted office hours do not work for you, please do not hesitate to contact me and arrange an alternative meeting time.

The Communication Environment The study of argument engages a wide range of philosophical, political, and ethical questions that cut to the very core of what it means to be a citizen, even a human. I am committed to ensuring that our classroom is a hospitable environment where we can respectfully discuss and debate a wide range of relevant issues. Everyone should feel comfortable to speak their minds, but must do so in a way that enables others to do the same.

Participation and Attendance This class is discussion-oriented and practice-centered. Preparation for class and faithful attendance is directly correlated with success. In addition to missing vital information for successfully completing major assignments, you risk missing in-class assignments that will count toward your final grade.

Attendance on debate days, even when you are not speaking, is required. Failure to attend all speech days will result in a ten-point deduction from your own grade **for each day missed**.

Group Work The success of this class hinges on your ability and willingness to be an accountable learning partner with your classmates. Every debate assignment relies on at least two people to show up on the designated presentation day and work together beforehand.

Few things can derail this course more than the failure of even one member of the class to fulfill their responsibilities by missing a debate, dropping the class the day before they are scheduled to debate, etc. It does a disservice to your partner, classmates, and professor. I will not tolerate it.

Furthermore, if your debate partner is able to indicate that you have been incommunicado during the lead-up to the debate and I cannot reach you either, I will automatically drop you from the debate and you will receive a zero. If this happens, it will *not* be grounds for an incomplete.

If you have serious doubts about your capacity to be a dutiful group member, ***you need to drop this class right now***. I'm sorry if you need this class to fulfill a graduation requirement, but I do not want you here if you do not intend to do your job. Furthermore, you stand virtually no chance of receiving a passing grade in this class if you are not fulfilling your obligations.

Readings It is in your best interest to begin reading material early, take notes, underline content, and come to class prepared to ask any questions for clarification, etc.

Comprehension Quizzes: To facilitate reading comprehension and class discussions, you will take reading quizzes on almost all chapters in the textbook and assigned readings that are placed on Moodle. These quizzes will be conducted online through Moodle and will be due by noon on the day we are scheduled to discuss that material in class. With exceptions noted by an asterisk, should the class performance on the day's quiz demonstrate sufficient mastery of the chapter material, content-specific lectures will be replaced with additional material that complements and enriches that found in the chapters, an activity designed to give students practice in using the concepts, or a combination of both. Also note that on certain occasions, there will be quizzes administered in class, but these will be rare.

Debate Days On the day of your debate, you should arrive in appropriate attire (i.e. not in pajamas) prepared to give your speech. I insist upon a dress code of **at least business casual**. All teams must submit a *folder* with a copy of the professor evaluation form (which I will make available on Moodle), a bibliography, and a half to one-page narrative written by each member evaluating their experiences with their partner(s). You must also submit any notes you used during your speech once you have finished speaking. Come prepared with copies of all reference materials needed. **You are not to access a laptop or your phone for information while debating before the class.**

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 laptop, text messaging, walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will result in a verbal warning from me, followed by a **ONE LETTER GRADE DEDUCTION** from your own debate grade.

Late Work Written assignments are due at the start of class. Late work will automatically receive a 30% point deduction. **I do not accept work that is more than one class period late.** Additionally, unless specified in the assignment description, I do not accept emailed work.

Absences: Excusable reasons for missing are few and far between, but they include unexpected sickness **proven** by the presentation of a doctor's note, court summons **proven** by the appropriate documentation from the court, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity such as a game or a concert **proven** by a note from an advisor or an instructor.

You may not, under any circumstances, miss a debate in which you are participating. Doing so is not only harmful to you, but also your debating partners and, because it complicates our semester schedule, the entire class.

If you are simply unable to make it on the assigned day, regardless of the reason, it is **your responsibility** to arrange to switch days with another group.

If you miss a debate day without prior notice or explanation, every effort will be made to proceed on that day without you. **Make-up debates are not allowed for any reason if you fail to provide documentation that meets university criteria before you schedule your make-up.**

Grade Appeals: With any returned graded work, you should wait 24 hours before submitting an appeal of grade. If you feel an error has been made in the grading of an assignment and would like to have the grade reviewed, you should submit a typed statement explaining the reason for the review and the original graded assignment to me **within seven days** of receiving the graded assignment. No grade adjustments will be made after the seven-day period.

Incompletes Incompletes are reserved for extraordinary circumstances such as personal emergencies that can be documented. An incomplete is granted when, in my judgment, a student can successfully complete the work of the course without attending regular class sessions. Incompletes, which are not converted to a letter grade within one year, will automatically revert to an F (failing grade).

Academic Integrity I trust students in this class to do their own work. Students are responsible for adhering to the college's standards for academic conduct. Even revising another student's work, collaborating to share research with other students, or adapting your own work from another class is academic misconduct. Failure to acknowledge sources in written assignments or oral presentations constitutes plagiarism. If you are ever confused about how these policies apply to your own work, please play it safe and consult me.

If you do engage in academic dishonesty, you will automatically receive zero credit for the assignment in question, and risk failing the entire class and being subject to disciplinary action from the college and/or university. For more information on this important issue, please look online at <https://grok.lsu.edu/Article.aspx?articleId=17072>

Religious Observances It is LSU's policy to respect the faith and religious obligations of students, faculty and staff. Students with exams or classes that conflict with their religious observances should notify me well in advance (at least 2 weeks) so that we can work out a mutually agreeable alternative.

Special Needs Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, 225.578.5919.

E-mail All students must obtain and regularly check an email account. Expect periodic updates from me about what's happening in class via Moodle as well.

E-mail is also the best and quickest way to get in touch with me outside of class.

I will not, under any circumstances, communicate grade information via email.

Commitment to Conversation I believe in the right and responsibility of students to take an active interest in their education. If there is anything inside or outside this class that you care to discuss with me, please do not hesitate to do so.

I understand that "life happens" and will work with you to make REASONABLE accommodations for issues that may be negatively impacting your performance in this class. The sooner you consult me on such matters, the better.

While I am happy to discuss grades on individual assignments throughout the semester (provided you do so no sooner than 24 hours after but within **one week** of receiving the grade), I do not respond well to having responsibility for your entire academic future thrust upon me. In other words, how your performance in this class will impact your GPA, ability to graduate, scholarship eligibility, etc. are not sufficient grounds for discussing a grade on an assignment. More generally, I will not entertain discussions about final grades once the semester is over. If you wish to challenge your final grade, you must do so through the proper university channels. Please visit this link for further information:

[http://catalog.lsu.edu/content.php?catoid=1&navoid=27&hl=%22appeals%22&returnto=search#Grade Appeals](http://catalog.lsu.edu/content.php?catoid=1&navoid=27&hl=%22appeals%22&returnto=search#GradeAppeals)

Cell Phones, Laptops, etc. I am a technology junky and appreciate the important role smart phones, laptops, and the like play in our information society. That said, I also know they can function as a huge distraction in the classroom. If you have a cell phone, smart or otherwise, keep it in your pocket and on silent (vibrate is not silent). Failure to do so will result in my confiscating your phone for the duration of the class period. Please feel free to use your laptop to take notes and otherwise organize course material, but remember: technology is fine as long as it doesn't call attention to itself.

Contractual Agreement Your acceptance of these conditions, as well as the policies outlined in this document, is implied by your continuance in the class. To maintain the integrity of everyone's grade, and ultimately, degree, all course policies are non-negotiable.

N.B. Everything in this document, including the daily schedule, is subject to revision or modification due to unforeseen circumstances.

ASSIGNMENT NOTES

Participation Attending class, doing the assigned readings prior to class, and participating in classroom discussions and activities are expected of you. Doing that will earn you an average grade (70%) in Participation. To excel in participation, you should consider posing questions that you have after the readings, bring examples of the concepts discussed in the readings that you find in popular culture or in political discourses, and visiting me during office hours or scheduling appointments to brainstorm or ask questions that you could not ask in class for whatever reason.

Extra Credit There will be no extra credit assignments given, so do not ask.

AVAILABLE POINTS

Assignment	Actual Points	Possible Points
(W) Editorial Response		30
(O) Value Argument + Cross Examination		100
Value Argument Brief		50
(O) Value Argument Refutation		100
Refutation Brief		50
Class Debate		100
Class Debate Preparation Packet		50
Debate Flow		20
Midterm Examination		100
Final Examination		100
(W) Editorial Response II		100
Quizzes/Reading Assessments		100

Participation		100
Total		1000

Grades are based upon a ten point scale, and I **do not round grades**.

ASSIGNMENT SCHEDULE (Dates Subject to Change as Necessary)

Week 1: 12 – 16 January

W: Introduction/ Syllabus

F: Arguments are Everywhere, “Open Your Eyes” and “Set Your Goals,” *Heinrichs*, 3-26.

Week 2: 19 – 23 January

M: MARTIN LUTHER KING HOLIDAY (NO CLASS)

W: Invention and Arrangement, “Give a Persuasive Talk,” *Heinrichs*, 281-304

F: Style, Memory, and Delivery, “Get Instant Cleverness,” *Heinrichs*, 199-219; 286-304

Week 3: 26 – 30 January

M: Occasions for Argument, “Control the Tense,” *Heinrichs*, 27-37

W: Kairos and Rhetorical Intervention, “Gain the High Ground” and “Seize the Occasion,” *Heinrichs*, 105-114 and 260-278\

F: *Terminal Persuasion, “Persuade on Your Terms,” *Heinrichs*, 115-127

Due: Editorial Response Assignment

Week 4: 2 – 6 February

M: Introduction to Artistic Proofs, “Soften Them Up” and “Get Them to Like You,” *Heinrichs*, 38-56

W: Ethos and a Crafted Persona, “Make Them Listen,” “Use Your Craft,” and “Show You Care,” *Heinrichs*, 57-80.

F: *Ethos-Checks and Cross-Examination Basics, “Know Whom to Trust” and “Find the Sweet Spot,” *Heinrichs*, 181-198; “Effective Cross-Examination,” *Motiejunaite* (Moodle); “Chapter 17: Cross-Examination,” *Ziegmuller & Kay* (Moodle)

Week 5: 9 – 13 February

VALUE ARGUMENT & CROSS-EXAMINATION

M: Due: Outlines & Bibliographies

Week 6: 16 – 20 February

M: MARDI GRAS HOLIDAY (NO CLASS)

VALUE ARGUMENT & CROSS-EXAMINATION

Week 7: 23 -27 February

M: *Toulmin’s Tools, “Control the Argument,” *Heinrichs*, 128-138; “Logos,” *Crick* (Moodle)

W: Dicking Around Logically, “Spot Fallacies,” *Heinrichs*, 145-163; Flipping the Argumentative Bird, “Call a Foul,” *Heinrichs*, 164-180

F: LIBRARY ASSIGNMENT (Work on Editorial Response II)

Due: Editorial Response II @ Midnight (Turn in Via Moodle Link)

Week 8: 2 – 6 March

M: Emotions Aren’t Pathetic, “Control the Mood,” *Heinrichs*, 81-95

W: Turn Down for Rhetoric! “Turn the Volume Down,” *Heinrichs*, 96-104.

F: Identify and Brand: “Make them Identify with your Choice” and “Lead your Tribe,” *Heinrichs*, 229-248.

Week 9: 9 – 13 March

M: Midterm Exam

W: VALUE REFUTATION

Due: Value Refutation Brief

F: VALUE REFUTATION

Week 10: 16 – 20 March

VALUE REFUTATION

Week 11: 23 – 27 March

M: *Affirmative Positions: “Chapter 18: Affirmative Case Strategies,” *Ziegmuller & Kay* (Moodle)

W: *Oppositional Positions: “Chapter 19: Negative Case Strategies,” *Ziegmuller & Kay* (Moodle)

F: Debate Format

Week 12: 30 March – 3 April

M: How to Flow a Debate

NOTE: Monday at 4:30 is the final day for withdrawing from a class.

W & F: NCP/PCA ANNUAL MEETING (NO CLASS)

Week 13: 6 – 10 April

SPRING BREAK (NO CLASS)

SSCA ANNUAL MEETING (NO CLASS)

Week 14: 13 – 17 April

M: DEBATE PREP

W: DEBATE PREP

F: DEBATE PREP

Week 15: 21 – 24 April

DEBATE, PART I

M: **Due:** All Team Packets

Week 16: 27 April – 1 May

DEBATE, PART II

FINAL EXAM TIME:

Editorial Response I

Points: 30

Length: 2-3 pages

Required Materials: Your argument, a bibliography of at least 3 sources in MLA format, and a copy of the letter to which you are responding.

Assignment: You are to read the editorials of a newspaper (examples: *The Daily Reveille*, *The Advocate*, *Times-Picayune*, or a local newspaper from your home town), find a letter that articulates a claim about how the public should either think, believe, or act on a particular issue, and then craft an argument that responds to that letter. You may either agree or disagree with the claim made by the letter's author. Your task, then, is to create an argument and support it with evidence that you research yourself.

Goals:

- Recognize an issue that demands a rhetorical intervention.
- Articulate an argument by using the Canons of Rhetoric in their written form.
- Demonstrate the ability to find and cite credible sources.

Clarification: You are not to simply restate the main points of the author. If you agree with the claim, you must have your own reasons for supporting the claim. If you disagree with the claim, you must articulate reasons why you disagree. The goal is not to refute an argument but to demonstrate the ability to take a stance on a particular side of a debatable issue and defend that position.

Format: As with all assignments, you must include your name – otherwise I will not grade the assignment, and you will receive a zero. You must also include the newspaper of choice, its word limit for letters to the editor, and any other statements of editorial policy it provides for such letters. You are to double-space the body of your letter in 12 point Times New Roman. Should the complete document be longer than one page, you are to staple the pages together.

Notes: At the very minimum, your response should:

- Deals with a discrete issue that demands a rhetorical intervention.
- Acknowledges the claim put forward by the original author.
- Articulates a clear thesis.
- Supports its thesis through a well-structured argument supported by evidence.
- Be written in a professional but clear argumentative manner.
- Is free of spelling and grammatical errors.

VALUE ARGUMENT + CROSS-EXAMINATION

Length: 4:30 - 5 minutes (speech); 3 minutes of cross-examination

Points: 150 (100 for oral argument; 50 for your reflection paper)

Required materials: your **debate brief**; your **MLA-style works cited page** for any sources you cite; and **grade sheet**, to be submitted on the **first day of arguments**. Additionally, you are to submit a **list of all questions you ask your partner; your partner's answers; and a 2-3 page reflection on your cross-examination attempt**. This should be turned in **one class following your performance as a cross-examiner**.

Goals:

- Formulate an argument that evaluates a person or a situation.
- Seek to persuade your audience that they should interpret the person or situation in the same way you do.
- Demonstrate an understanding of arguments surrounding values and definitions.
- Demonstrate basic proficiency in delivering an oral argument.
- Continue to practice the Canons of Rhetoric
- Demonstrate active listening skills
- Learn to ask insightful questions that help understand the assumptions that underscore an argument

Assignment: Your task is to rehabilitate the audience's perception of a contentious subject based upon the resolutions provided below. You will need to select which value forms the central guiding principle of your argument, a contention through which one can measure the success/failure of your contentions, and three contentions that (1) support your resolution/claim, (2) directly relate to your chosen value, and (3) can be measured by your criterion.

Group I Resolutions (Last Name A-M):

1. The right to free speech outweighs the right of minority groups to be protected from hate speech.
2. Oppressive government is more desirable than no government.
3. Strict Biblical creationism ought to replace evolution in biology classrooms.
4. American cultural unity ought to be valued above cultural diversity.
5. Detonating atomic weaponry in populated areas is an act of genocide.
6. Governance based upon religious law is the most just form of governance.
7. Government surveillance of all citizens' communications is essential to the safety of society.
8. Human genetic engineering is morally justified.
9. Unilateral military action by powerful nations is justified to prevent human rights violations.

Group II Resolutions (Last Name N-Z)

1. A just government should provide health care to all its citizens.

2. Compulsory military service is unjust.
3. Identifying a voter as a citizen is essential for democracy to function.
4. The government is not obligated to provide health care for veterans wounded during combat once they are too old to reenlist.
5. Senior citizens unable to provide for their own needs ought to be euthanized and made into fertilizer.
6. That which benefits the individual is more important than that which benefits the community.
7. Environmental protection should take priority over economic development.
8. It is better than one innocent be killed than for one hundred violent criminals to go unpunished.
9. Socialism is the best form of government available.

Value Argument + Cross-Examination

Speaker _____

Time: _____/5:00

-1 point/- 5 seconds under 4:30; -20 if time called.

Resolution _____

Ratings System: E-excellent G-good A-average F-fair P-poor

STRUCTURE (15%)	_____/15	DELIVERY (10%)	_____/10
Definitions of Key Terms	E G A F P	Began Speech without Rushing	E G A F P
Value Stated	E G A F P	Maintained Strong Eye Contact	E G A F P
Criterion Stated	E G A F P	Avoided Distracting Mannerisms	E G A F P
Connectives Effective	E G A F P	Articulation Clear	E G A F P
All Canons Incorporated	E G A F P	Used Pauses Effectively	E G A F P
Organization Planned	E G A F P	Used Vocal Variety to Add Impact	E G A F P
Vocal Pace Natural		E G A F P	
ARGUMENT (50%)	_____/50	Minimal Distraction from Fillers	E G A F P
Contentions Clear	E G A F P		
Contentions Supported	E G A F P	OTHER CRITERIA (10%)	_____/10
Movement Logical	E G A F P	Met Assignment	E G A F P
Artistic Proofs Present	E G A F P	Message Adapted to Audience	E G A F P
Language clear	E G A F P	Materials Formatted Properly	E G A F P
Language appropriate	E G A F P	Held Interest of Audience	E G A F P
Evidence Explained/Detailed	E G A F P	All Materials Turned in on Time	E G A F P
Conclusion Logical	E G A F P		
Reinforced Central Idea	E G A F P	CROSS-EXAMINATION (15%)	_____/15
		Insightful Questions	E G A F P
		Delved into Values and Assumptions	E G A F P
		Made Productive Use of Time	E G A F P

Note: There will be a penalty of 510 points assessed if materials are turned in late or are absent.

Comments: _____

VALUE REFUTATION

Length: 5:30 – 6 minutes

Points: 100

Required materials: your **debate brief**; your **MLA-style works cited page** for any sources you cite; and **grade sheet**, to be submitted on the **first day of arguments**.

Goals:

- Formulate an argument that evaluates a person or a situation.
- Seek to persuade your audience that they should interpret the person or situation in the same way you do.
- Demonstrate an understanding of arguments surrounding values and definitions.
- Demonstrate increased proficiency in delivering an oral argument.
- Continue to practice the Canons of Rhetoric
- Demonstrate the ability to adapt a planned argument to the argument posed by another
- Demonstrate the ability to refute another's argument in a manner that demonstrates an understanding of the other person's beliefs and assumptions.
- Demonstrate the ability to refute an argument in a fair and logical manner that addresses both the stated claims and the values and assumptions that underscore those claims.

Assignment: Your task is to provide a “Negative Brief” and a Refutation of a value argument. You are to do two things in this time frame. 1. You must make a complete value argument that argues the negative position on an issue (the position opposite to that of your “opponent”). 2. You are to refute the points made by your opponent in their Value Argument. Yes, you must argue the position opposite your opponent **even if you agree with him/her**, and you must demonstrate why his/her argument, though well-intentioned, is not the best way to read the situation at hand. While you are to argue against another person, you are expected to keep the argument focused on the issues, the values, the criterion, the contentions, and the underlying assumptions. I expect you to remain respectful of the other person and to the concept of open debate. Thus you are not to venture into ad hominem attacks on your opponent.

Value Refutation

Speaker _____

Time: _____/6:00

-1 point/- 5 seconds under 5:30; -20 if time called.

Resolution _____

Ratings System: E-excellent G-good A-average F-fair P-poor

STRUCTURE (15%)	_____/15	DELIVERY (15%)	_____/15
Definitions of Key Terms	E G A F P	Began Speech without Rushing	E G A F P
Value Stated	E G A F P	Maintained Strong Eye Contact	E G A F P
Criterion Stated	E G A F P	Avoided Distracting Mannerisms	E G A F P
Connectives Effective	E G A F P	Articulation Clear	E G A F P
All Canons Incorporated	E G A F P	Used Pauses Effectively	E G A F P
Organization Planned	E G A F P	Used Vocal Variety to Add Impact	E G A F P
Vocal Pace Natural		E G A F P	
ARGUMENT (60%)	_____/60	Minimal Distraction from Fillers	E G A F P
Contentions Clear	E G A F P		
Contentions Supported	E G A F P	OTHER CRITERIA (10%)	_____/10
Movement Logical	E G A F P	Met Assignment	E G A F P
Artistic Proofs Present	E G A F P	Message Adapted to Audience	E G A F P
Language Clear	E G A F P	Materials Formatted Properly	E G A F P
Language appropriate	E G A F P	Held Interest of Audience	E G A F P
Evidence Explained/Detailed	E G A F P	All Materials Turned in on Time	E G A F P
Conclusion Logical	E G A F P		
Reinforced Central Idea	E G A F P		
All Points Refuted	E G A F P		
Refutation Issue-Focused	E G A F P		
Avoided Personal Attack	E G A F P		

Note: There will be a penalty of 510 points assessed if materials are turned in late or are absent.

Comments: _____

Editorial Response II

Points: 100

Length: 5-6 pages (not including outline)

Required Materials: Your argument, a bibliography of at least 5 sources in MLA format, and an outline of your original response. **Note:** This will be turned in via a link on Moodle.

Assignment: You are to revisit your initial assignment and transform it into a more formal and complete argument based upon what we have learned thus far. To accomplish this, you will respond to your own argument by arguing against yourself. You are to both argue the opposite position and make refutation against your own points. When you reference yourself, you are to do so in the 3rd person as either “Mr. or Ms. [Last Name]”. Again, your argument and your refutation must be fully sourced and professional. As you have demonstrated this ability in oral arguments revolving around issues of evaluation, you will now demonstrate the ability to adapt those skills to issues of policy.

Goals:

- Demonstrate more extensive research skills in the preparation of an argument
- Articulate an argument by using the Canons of Rhetoric in their written form.
- Demonstrate familiarity with more advanced techniques for argumentation that have been practiced.
- Demonstrate greater ability to refute an argument in a logical, formal, and professional manner that addresses an issue of policy and public concern.

Format: As with all assignments, you must include your name – otherwise I will not grade the assignment, and you will receive a zero. You are to double-space the body of your letter in 12 point Times New Roman.

Notes: At the very minimum, your response should:

- Acknowledges the claim put forward by the original author.
- Articulates a clear thesis.
- Supports its thesis through a well-structured argument supported by evidence.
- Be written in a professional but clear argumentative manner.
- Is free of spelling and grammatical errors.
- Refutes all main points of the original argument.
- Demonstrates a more advanced understanding of argument movement and structure.