

# Argumentation and Debate

Instructor: Dr. Tom Worthen Old Main 6 4:30-5:45

Office hours: After class and arranged times

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No Text

## Overview of the class

The goal of this class is to have you learn about argumentation and to be competent in applying this knowledge. Debate can be an overwhelming activity. Instead of starting with the final product this class will be like putting a puzzle together. Each day we will find a new piece to the puzzle and within a few weeks the puzzle will be completed and you will see how each piece/assignment fits together. If you fail to show up to class you will be missing a piece of the puzzle. The class moves very quickly. Missing class would not be recommended.

- The Q after a date means a quiz will be that day.

## Topic

- AUG 26 Intro to Argumentation  
28 Q Observe a sample debate
- SEPT 2 2-3 minute Speech on a policy  
4 2-3 minute Speech on a policy  
9 Q Research-Defining the Resolution  
Propositions of fact,value,policy also Name Quiz  
11Q AFF and Speaker Responsibilities  
16Q NEG Responsibilities  
18 Q Refutation and Rebuttal (#1 Position statement due)  
20 (Sat) Intersquad debate tournament 8-1 for team (extra credit)  
23 Q Flowing, Delivery  
Speech-A-Thon 7-8:30 pm (extra Credit)  
25Q Class Debate (non Graded)  
26-27<sup>th</sup> College of Southern Idaho  
30 Class Debate (non Graded)
- OCT 2 Class Debate (non Graded)  
7 Class Debate (non Graded) (#2 Position statement due)  
9 No Class  
10-11-12 Lewis and Clark College, Portland OR  
14 Discuss Debates  
16 (No class-Friday Schedule)  
21 Class Debate  
23 Class Debate  
28 Class Debate  
30 Class Debate
- NOV 4 Class Debate  
6 Discuss Graded Debates (#3 Position statement due)  
11 Class Debate  
13 No class

14-15-16 McMinnville College, McMinnville OR  
18 Class Debate  
20 Class Debate (#4 Position statement due)  
25 TBA  
27 No Class Thanksgiving break

DEC 2 Class Debate  
4 Class Debate

Final TBA

Jan 30-31 Feb 1st Western Washington University, Bellingham, WA  
(Keep a copy on your computer when you hand an assignment in.)

### **Persuasive Speech**

Each student will prepare a short 2-3 minute serious persuasive speech on any topic that convinces us to change a policy. Give some facts and reasoning to support your speech. Make a policy claim and then give support for the claim. Take a stand on an issue. An example would be to persuade us to stop lawsuit abuse, increase recycling, etc. The objective is to create an argument that will change the audience's opinion about any issue. Give this your best shot with a dynamic delivery.

The format Introduction

Preview

Two points why we should change the policy

Conclusion

Speeches going under 2 minutes or over 3 will be penalized 10%. You can use notes.

### **Position Statements**

You will have four of these due. They will be due the dates listed on the class schedule. These will provide some background information and then writing down the pro and con arguments for an issue. A sample is provided with the syllabus. **They will not be accepted late.** Each statement should have a title that makes a statement. This will be followed by 5 arguments for and 5 arguments against your statement. Give some facts and numbers to support your claims. Make your points unique. You will need to do research to fulfill the assignment. Each position statement must fit on one page. You choose the topic. Each person's topic must be different. If you do a topic that has already been done, you will not receive credit.

You will send the assignment through Canvas.

Before you write your statement you will need to go to the class Facebook page and read the Wall. (I will ask you to register with Facebook if you haven't, and give me your email address so I can invite you to join the group, but I will not have access to your profile.) If no one else has taken your topic, then you can state your name, and your topic on the board and this will reserve your topic. I did leave on some topics from last year to give you an idea of what topics are like. You can choose any topic there or create a new one. The only rule is that you cannot choose the same topic of someone in the class this semester. You can only list one topic at a time and must wait to list your next topic until after the previous deadline has passed. So you can list the first topic now, but must wait to list the next topic until after the first paper is turned in. They must be a full page and 12 pt Times font. They must have a file name that has your name and the number of position statement. Such as Tom Worthen #1- Law Suit Abuse or Tom

Worthen #2 – Pornography. These will be graded on the quality of your argument, uniqueness of your arguments, spelling, and format.

### **Flows from Debates**

You will flow (take notes) the debates that you hear and participate in. You will need to show me your flow at the end of the class to receive credit.

### **Quizzes**

There will be quizzes on classroom material the day after we cover the material in class. These cannot be made up. In Army basic training the recruits are told "You better learn this stuff here rather than trying to learn it when people are shooting at you in a battle." The same rational goes for why I have quizzes. I want to make sure you know this material in class instead of making a simple mistake during the heat of a debate. These will occur the first five minutes of the class. If you are late you forfeit taking the quiz. There are no make up quizzes if you are absent.

### **Evaluations**

For each debate, each person will flow the round. For one of the final debates, each person will take a flow and write up an evaluation of the debate. Which arguments were relevant to the round? Which arguments did each side win? How effective were the points of information? Did each person fulfill his or her speaker responsibilities? etc. This will be turned in for your final. The detail in applying as much as you can from class (using as many terms as possible) the better. This evaluation will need to be from the second round of debates and be 3-4 pages long. This assignment will be waived if you are able to participate in a collegiate debate tournament. Due to budget constraints not everyone may be able to compete in a collegiate tournament.

### **Points Percentage**

Quizzes (7 X 10) 70 pts	100-94 = A
Position Statements (4 x 25) 100 pts	93-90 = A
Persuasive speech 20 pts	89-87 = B+
Flows from Debates (16 x 2.5) 40 pts	86-84 = B
Debate Rnd 1 100 pts	83-80 = B
Rnd 2 200pts	79-77 = C+
Evaluation of final debate 100	76-74 = C
	73-70 = C-
	69-67 = D+
	63-60 = D-

630 Points

Extra Credit: You will have the opportunity to help with the USU debate team to gain you extra credit. You can receive a maximum of 50pts (10 points for each 90 minutes) by debating or judging. Time and location of these meetings will be decided the first week of school.

### **IPDA Format**

1AC 5min  
CX 1 min  
1NC 6 min  
CX-1 min

1AR 3 Min  
1NR 5 Min  
2AR 3 Min