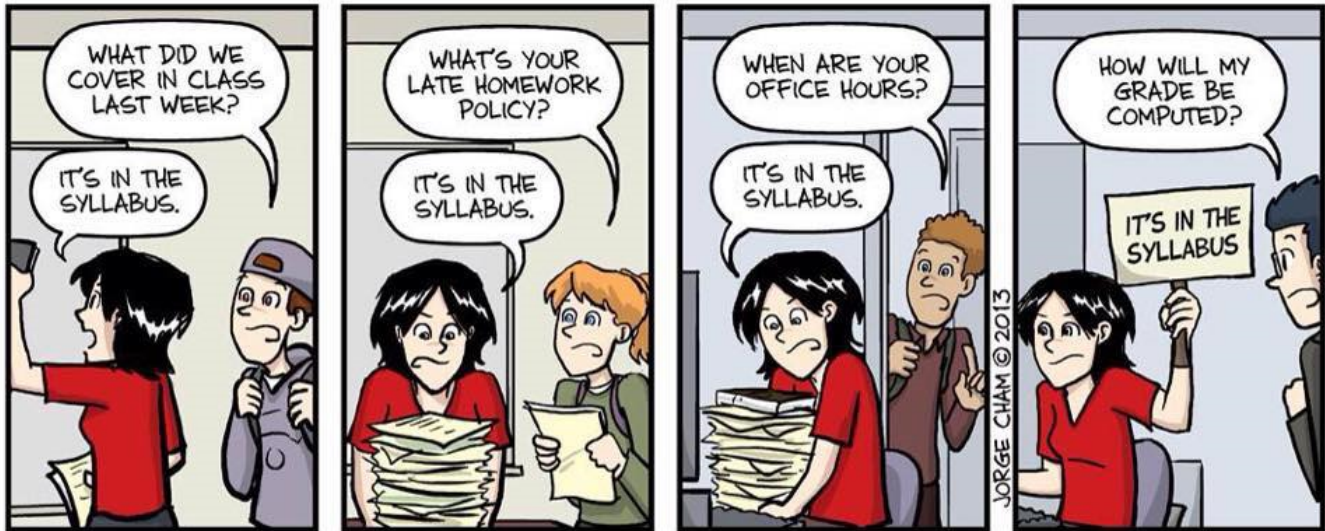


COMMUNICATION AND CRITICAL THINKING (COM 210)
TR, Fell 158 at 2:00 p.m. (Sec. 1)

Instructor: Chad Woolard
Office: Fell 422
Office Phone: 438-8270 (direct line/voice mail)
Office Hours: M, W, Th 10:00 a.m.-12:00 p.m. or by appointment
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IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

CATALOG COURSE DESCRIPTION

Principles of critical thinking, argumentation, and advocacy and their expression in electronic, oral and written contexts.

COURSE MATERIALS

Textbook:

Freeley, A. J., & Steinberg, D. L. (2014). Argumentation and debate. Boston: Wadsworth.

Materials:

Legal Size Printer paper (8.5x14) I suggest splitting the ream with students in the class.

Pens that are 2 different colors (I recommend gel pens such as G2s or Pentel EnerGel pens, fine-.05 or ultra fine-.38. These will allow you to write the quickest when actually debating)

Personal computer to download Verbatim template (debate speech template) onto (requires Microsoft Word to be installed already, which you can now get for free through the university) Find the one you need (either PC or Mac) and then click more and find the most recent template (this will save you a lot of trouble in the future) (<https://paperlessdebate.com/verbatim/>)

COMMUNICATION AS CRITICAL THINKING (COM 210) COURSE GOALS

- 1) Students will hone their research and critical thinking skills
- 2) Students will become more critical consumers and producers of ideas and information (using analytical reasoning skills in the reception, collection, and presentation of ideas).
- 3) Students will enhance their ability to link claims together to form full arguments
- 4) Students will become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

ASSIGNMENTS

Exams: There will be a midterm exam and a final exam. Exams will assess your understanding of debate and argumentation concepts and theories, as well as your application and integration concepts.

SPAR (Spontaneous Argument) Debates:

Policy Topic Proposal: You will be assigned a partner and you will need to draft a topic paper for a question of policy. Almost any topic will be acceptable, as long as there is controversy and both the affirmative and negative teams have an equal chance of winning a debate. Chap. 6 & 7 outline the things to consider for a debate resolution

Part 1: Define the topic controversy and provide basic background research on the topic. What is the central issues, problems, or harms associated with this topic? Why it is timely or relevant?

Part 2: Write a resolution for the topic. Remember that there should be multiple affirmative case areas, not just a single affirmative case. Rather than stating that “The United States federal government should reinstate the Deferred Action for Childhood Arrivals (DACA) program in the United States,” a better resolution would state “The United States federal government should significantly reduce restrictions on immigration in the United States.” The first resolution there is only one affirmative case, DACA, under the second resolution there are multiple case areas, such as DACA, increasing acceptance of refugees, changing the immigration process to allow more people to immigrate, etc.

Part 3: Identifying the basic affirmative and negative ground. What are possible basic affirmative and negative positions?

Part 4: Provide an argument as to why your debate resolution would be desirable for the class to adopt. Is it an important social or political issue, are there educational benefits to the topic, etc.?

Policy Debate: Two on Two team debate over a specific resolution discussing political policy implications. Each team will debate twice.

Times: 1AC-4 mins/CX-2 mins/1NC-5 mins/CX- /2AC-5 mins/CX-2 mins/2NC-6mins/CX-2 mins/1NR-2 mins/1AR-3 mins/2NR-2 mins/2AR-2 mins/Prep 3 mins per team)

Debate Flows (notes):12 for Policy Debates. You will be expected to flow every debate you participate in or observe.

Parliamentary Debate Observation Paper: You will be required to observe a city council (Normal or Bloomington), Associated Student Government, or Academic Senate meeting and write a brief reflection paper. Read Freeley & Steinberg (2014) Chapter 19 before attending the meeting.

Part 1: Reflect on the meeting. Was it orderly? Was it productive?

Part 2: Identify one issue that were interested in or thought was important. What sort of preparation would you need to do in order to be able to debate that issue? Was that issues effectively discussed or debated during the meeting?

Part 3: Reflect on the meeting procedures (rules and motions). Do the procedures correspond to the textbook chapter? Were the procedures ridged or flexible?

Presidential Debate Observation Paper: You will watch a Presidential debate (not a primary debate), starting with the 1992 campaign up to the 2016 campaign, and write a brief reflection paper. Read Freeley & Steinberg (2014) Chapter 18 before watching the debate.

Part 1: Describe the format of the debate (i.e. the role of the moderator, time limits, rebuttal, setting, topics, etc.). How well did the candidates adhere to the format?

Part 2: List three questions/issues that you found to be the most relevant to the debate. Summarize each candidates' response. Do you agree or disagree with the candidates' responses, explain for each candidate? How would you have answered the questions differently?

Part 3: Critique each candidate's debate style and skills. Note the verbal and nonverbal communication habits of each candidate.

Part 4: Overall, who do you think won the debate? Explain your discussion.

EVALUATION

Midterm Exam	100 pts
Final Exam	100 pts
SPAR Debate I	50 pts
SPAR Debate II	50 pts
Policy Topic Proposal	50 pts
Policy Debate I	200 pts
Policy Debate II	200 pts
Debate Flows (12 Flows)	120 pts
Parliamentary Debate Paper	50 pts
Presidential Debate Paper	50 pts
Participation:	30 pts
 Total Points:	 1000 pts

The grading scale is a standard ten percentage point scale:
90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

ACTIVITIES

You are expected to come to class prepared to discuss and participate in activities associated with the readings. I will not lecture over the material you have read, rather I will synthesize the material into discussions and activities, in which you will play a large role.

COURSE POLICIES

ATTENDANCE: Regular attendance is expected. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up. Excessive absences will affect your grade in this class. You are always responsible for all material distributed in your absence.

UNIVERSITY BEREAVEMENT POLICY: Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work. More information is available in the Student Bereavement Policy at <http://policy.illinoisstate.edu/students/2-1-27.shtml>.

ASSIGNMENT DUE DATES: All speeches, assignments, and exams must be completed on the date assigned. If you do not turn in assignments the dates they are due you will receive a ZERO for that assignment unless an alternate due date has been previously approved or documentation has been provided for extreme circumstances. I do not accept any emailed assignment—all assignments need to be submitted in print or through Reggienet. In some situations, I may allow you to email an assignment and later turn in a paper copy; however this requires prior permission.

BEHAVIORAL EXPECTATIONS POLICIES AND PROCEDURES:

Professional Courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

Presentation Etiquette. On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a presentation is in progress.

Behavioral Expectation Policy. Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

EMAIL ETIQUETTE: I use email to deliver some course materials and assignments in addition to Reggienet and the textbook websites. I also will answer questions and address problems through email. I encourage you to

email with this issues and concerns; however, I need some basic information from you to properly and quickly answer your email: 1) A subject line that tells me what you are emailing me about (i.e. Assignment, Question about X assignment, etc.). 2) Your full name, most of the time the only information I get through the email system is your email address, not your full name. 3) Your class section or class time. If you can provide me with this information I can quickly address your concerns.

TECHNOLOGY: Technology is an ever-changing part of our daily lives and offers new opportunities in learning, but also it can be a cause of distraction in the classroom. All cell phones should be turned off or set to silent during class. Also, text messaging is prohibited during class! I allow the use of laptops and PDAs as long as they are used for academic purposes (i.e. taking notes, working on class assignments, etc.). If the use of technology becomes a distraction I reserve the right to confiscate the devices for the remainder of class that day and/or prohibit the use of any device in class.

CHEATING/PLAGIARISM: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else's work warrants plagiarism. Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Community Rights and Responsibilities.

SPECIAL NEEDS: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at www.StudentAccess.IllinoisState.edu.

MENTAL HEALTH RESOURCES: Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

Tentative Schedule
(All assignment and dates are subject to change)

Week 1 (Aug 19-23)

(T) Course Introduction

(Th) Debate Activity

Week 2 (Aug 26-30)

(T) Argumentation and Debate in Practice
Argument and Critical Thinking
Ethics and Culture in Debate
Assign Policy Debate Topic Proposal

**Freeley & Steinberg, 2014,
Chap. 1-5**

(Th) SPAR Debate I

Week 3 (Sep 2-6)

(T) The Debate Proposition
Evidence and Research
Policy Debate Topic Proposal Due
SPAR Debate Materials Due

**Freeley & Steinberg, 2014,
Chap. 6-10**

(Th) Policy Topic Debate and Topic Selection

Week 4 (Sep 9-13)

(T) Affirming the Proposition
Negating the Proposition

**Freeley & Steinberg, 2014,
Chap. 11 & 12**

(Th) SPAR Debate II

Week 5 (Sep 16-20)

(T) Cross-Examination and Refutation
Listening and Evaluation Skills
Debate as Public Speaking
SPAR Debate Materials Due

**Freeley & Steinberg, 2014,
Chap. 13-16**

(Th) Policy Debate Workshop

Week 6 (Sep 23-27)

(T) Policy Debate Workshop

(Th) Policy Debate Workshop

Week 7 (Sep 30-Oct 4)

(T) Policy Debate Workshop

(Th) Policy Debate Workshop

Week 8 (Oct 7-11)

(T) Midterm Exam

(Th) Policy Debate Workshop

Week 9 (Oct 14-18)

(T) Policy Debate Workshop

(Th) Policy Debates I
Debate Flows Due

Week 10 (Oct 21-25)

(T) Policy Debates I
Debate Flows Due

(Th) Policy Debates I
Debate Flows Due

Week 11 (Oct 28-Nov 1)

(T) Policy Debates I
Debate Flows Due

(Th) Policy Debates I
Debate Flows Due

Week 12 (Nov 4-8)

(T) Policy Debates I
Debate Flows Due

(Th) Policy Debates II
Debate Flows Due

Week 13 (Nov 11-15)

(T) Policy Debates II
Debate Flows Due

(Th) **No Class, NCA Conference**

Week 14 (Nov 18-22)

(T) Policy Debates II
Debate Flows Due

(Th) Policy Debates II
Debate Flows Due

Week 15 (Nov 26-30)
No Class, Fall Break!!

Week 16 (Dec 3-7)

(T) Policy Debates II
Debate Flows Due

(Th) Policy Debates II
Debate Flows Due
Presidential Debate Paper Due
Parliamentary Debate Paper Due

Week 17 (Dec 10-14)

TBA FINAL EXAM

(Date: _____)

COM 210 Sec. _____

**Affirmative Policy Debate Rubric
Affirmative Brief (60 pts)**

Name: _____

Affirmative Case fulfills all stock issues	Harms	Inherency	Solvency
Brief follows the template/outline provided	Has Parts	Parts Labeled	Clear Organization
Pre-flows were made for all Aff. positions	Yes	No	
Partner evaluation points	Score: _____		

1st Affirmative Constructive (30 pts)

Case was read in the correct order	Inh.	Plan Text	Solv.	Adv. 1	Adv. 2
Case advantages follow template/outline	Uniqueness	Link	Impact		
Read the case in time (+/- 10 secs)	Under Time	Within Time	Over Time		

2nd Affirmative Constructive (30 pts)

Responds to Case arguments	Yes	No	Effective
Responds to Topicality with appropriate answers	Yes	No	Effective
Responds to Disadvantage with appropriate answers	Yes	No	Effective
Spoke Entire time (+/- 10 secs)	Under Time	Within Time	Over Time

1st Affirmative Rebuttal (30 pts)

Responds to the case arguments	Yes	No	Effective
Rebuilds the affirmative case	Yes	No	Effective
Provides a reason(s) to vote for the case	Yes	No	Effective
Spoke entire time (+/- 10 secs)	Under Time	Within Time	Over Time

2nd Affirmative Rebuttal (30 pts)

Responds to the position the 1 st Negative decided to go for	Yes	No	Effective
Provides a reason(s) to vote for the affirmative	Yes	No	Effective
Spoke entire time (+/- 10 secs)	Under Time	Within Time	Over Time

Cross Examination (20 pts)

When asking questions all time was utilized	Yes	No	Effective
Questions were related to the evidence presented	Yes	No	Effective
Questions were answered	Yes	No	Effective

Overall Comments:

TOTAL: _____

COM 210 Sec. _____

Negative Policy Debate Rubric

Name: _____

Negative Brief (60 pts)

Negative brief has basic positions	Topicality	Disadvantage	Case Arguments
Brief follows the template/outline provided	Has Parts	Parts Labeled	Clear Organization
Pre-flows were made for all positions	Yes	No	
Partner Evaluation points	Score: _____		

1st Negative Constructive (30 pts)

Reads a Topicality in correct order	Definition	Violation	Standards	Voting Issue
Reads a Disadvantage in correct order	Uniqueness	Link	Impact	
DA has a clearly identified impact	Yes	No	Effective	
Speaks for entire time (+/- 10 secs)	Under Time	Within Time	Over Time	

2nd Negative Constructive (30 pts)

Responds the Affirmative Case	Yes	No	Effective
Argues against the harms of Case	Yes	No	Effective
Argues against solvency of Case	Yes	No	Effective
Argues against inherency	Yes	No	Effective
Speaks for entire time (+/- 10 secs)	Under Time	Within Time	Over Time

1st Negative Rebuttal (30 pts)

Makes strategic position choice	Topicality	Disadvantage	Effective Choice
Adequately responds to the affirmative's arguments to rebuild position	Yes	No	Effective
Provides a reason(s) to vote negative	Yes	No	Effective
Speaks for entire time (+/- 10 secs)	Under Time	Within Time	Over Time

2nd Negative Rebuttal (30 pts)

Makes strategic Case argument choice	Harms	Inherency	Solvency	Adv. 1	Adv. 2
Rebuilds Negative position(s)	Yes	No	Effective		
Provides a reason(s) to vote for the Negative	Yes	No	Effective		
Speaks for entire time (+/- 10 secs)	Under Time	Within Time	Over Time		

Cross Examination (20 pts)

When asking questions all time was utilized	Yes	No	Effective
Questions were related to the evidence presented	Yes	No	Effective
Questions were answered	Yes	No	Effective

Overall Comments:

TOTAL: _____

Policy Debate Partner Evaluation

Name: _____

Partner Name	Prompt 1	Prompt 2	Prompt 3	Prompt 4	Prompt 5	Total

Rating Scale: 0- Never 1-Seldom 2-Sometimes 3-Often 4-Always

Prompts:

- 1. Contributed to the research and construction of arguments**
- 2. Was cooperative and willing to listen to ideas and criticism during preparation phase**
- 3. Was thorough in their share of the research burden**
- 4. Contributed practical and/or insightful ideas during preparation**
- 5. Was willing to meet outside of class and attended all arranged work sessions**

Please use the space below to justify the above rating for your partner: