

Instructor: Andrew Davis, Ph.D.

Contact Information: please email me as I will be checking my Canvas inbox infrequently. During the week, I will respond to emails within 24 hours. If you email Friday evening or over the weekend please look for a response on Monday morning.

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Overview to the Course: Advocating in Public is an introduction to the critical dimensions of rhetoric and argument through presentation and evaluation of public discourse. This course offers balanced attention to theory and practice enabling students to analyze the persuasive function of public discourse, to discuss the role of audience in the construction of public discourse, and to develop skills for constructing, supporting, and evaluating public discourse.

Course Goals:

1. Demonstrate an understanding of key elements of arguments
2. Create response and critique to an existing argument related to a social issue or controversies
3. Synthesize evidence and critically evaluate the issues (critical thinking) related to a specific social controversy in order to formulate an argument
4. Debate a specific social controversy in a team environment.
5. Demonstrate ability to communicate effectively in an appropriate style to subject, occasion, and audience through an oral presentation

Text Optional: Keith, W. and Lundberg, C. (2008) Essential Guide to Rhetoric. Boston: St. Marten's Press

Course Requirements:

Editorial Analysis Speech: (10%)

In the first presentation, students analyze a newspaper editorial in order to examine its argumentative content. This speech asks the student to break the editorial down and determine the way claims and evidence are organized.

Position Speech (10%)

Students will use the same editorial they have analyzed using the tools of argument and formulate their own response to the editorial. This is a speech of critique where students not only identify arguments in a public forum, but they use their research and opinions to refute them. As speeches of public argument, responses to a publicized editorial, these speeches will be “turned in” by being sent to the instructor or uploaded to Youtube.com

Argument Speech: (10%)

Each student will be responsible for constructing a 7-9 page debate speech. In this case, students will use their argumentation skills to argue in favor of or against a change in policy. The case will serve as the starting point of the debates.

Student Debate (10%)

Finally, the third presentation is a student-run debate in which you will propose or refute a change of policy. Your own research will be integrated into your knowledge of the way that argument works for this final presentation.

Democracy in Action (15%)

Students will watch a public speaking event are intended to advocate an audience and write a summary of each. This is an opportunity to see how people are actually engaging in advocacy and can be of any scale (local, regional, national, international). The summary applies some concept we are learning in advocacy to the event.

Quizzes (15%)

There will be a number of short quizzes given over the subject matter in the textbook and lecture materials.

Journal (15%)

Students will work in teams for several activities and presentations. Part of the coursework will be devoted to learning the skills of working successfully in team settings. In order to assess your own activity with that group, you will be required to keep a journal on Canvas. We will use the journal to do peer evaluations as well. There are a number of prompts that you will need to address during the course of the semester.

Student Discussions/Homework and Preparations (15%)

There are a variety of discussion boards as well as homework areas that you will need to complete in order to work on the assignments as a class. These will count toward 10% of the total grade for the course.

summary of assignment weights

summary of assignment	weight
Editorial Analysis Speech:	(10%)
Position Speech	(10%)
Argument Case	(10%)
Student Debate	(10%)
Democracy in Action	(15%)
Journal	(15%)
Discussions/Homework	(15%)
Weekly Reading Quizzes	(15%)

Total (100%)

Grading The graded assignments are designed to allow the student to demonstrate proficiency in these areas. The following scale will be used:

- 90-100 Clearly Outstanding and exceptional work
- 80-89 Above Average Work
- 70-79 Average Work; Meets all the criteria for an assignment
- 60-69 Below Average Work
- F Below 60 Fails to Meet Minimal Expectations

Tentative Class Schedule:

*This schedule is subject to change and is not a binding agreement.

****Indicates large assignment due date**

Weekly Schedule

Date	Material Covered
(Week 1)	Intro to Class: (Optional: Essential Guide Ch. 1) Introductions Check Canvas for weekly work due Sunday, 8/23
(Week 2)	Module 1: History of Rhetoric (Optional: Essential Guide Ch. 2) Check Canvas for weekly work due Friday, 8/28

(Week 3) **Module 2:** Claims in Argumentation (Optional: [Essential Guide](#) Ch. 3)
for weekly work due Friday, 9/4

(Week 4) **Module 3:** Evidence and Values in Argumentation
Check Canvas for weekly work due Friday, 9/11

(Week 5) **Module 4:** Editorial Analysis Speech Preparation
Check Canvas for weekly work due Friday, 9/18

****DUE: Editorial Speech due Friday, September 18 by 11:59pm**

(Week 6) **Module 5:** The Toulmin Model, Induction, and Deduction (Optional: [Essential Guide](#) Ch. 4 and 5)
Check Canvas for weekly work due Friday, 9/25

(Week 7) **Module 6:** Position Speech Preparation
Check Canvas for weekly work due Friday, 10/2

(Week 8) **Module 7:** Position Speech Preparation Continued
Check Canvas for weekly work due Friday, 10/9

(Week 9) **Module 8:** Ethical Reasoning and Position Speech
Check Canvas for weekly work due Friday, 10/16

****DUE: Position Speech due Friday, October 16 by 11:59 pm**

(Week 10) **Module 9:** Introduction to Debate
Check Canvas for weekly work due Friday, 10/23

****DUE: Democracy in Action due Friday, October 23 by 11:59 pm**

(Week 11)	Module 10: Fallacies in Argumentation and Debate Preparation Check Canvas for weekly work due Friday, 10/30
(Week 12)	Module 11: Debate Preparation Check Canvas for weekly work due Friday, 11/6
(Week 13)	Module 12: Debate Preparation Continued Check Canvas for weekly work due Friday, 11/13
(Week 14)	Module 13: Debates Check Canvas for weekly work due Friday, 11/20 **DUE: Online Debate due Friday, November 20, by 11:59 pm **DUE: Argument Case due Friday, November 20 by 11:59 pm
(Week 16)	Module 14: Wrap Up (Finals) Check Canvas for weekly work due Friday, 12/4 **DUE: Extra Credit due Friday, December 4 by 11:59pm

Comm 2140 Speech One: Editorial Analysis Speech

The primary goal for this assignment is to provide you with the opportunity to demonstrate your understanding of the elements of argument. You will be asked to recognize the pieces of an argument circulating in public and to place that argument within a wider context of issues and values. In order to successfully complete this assignment, you will need to draw upon the new vocabulary that you have been building this semester as a mechanism for explaining claims and evidence.

Select an editorial (not a letter to the editor) from The New York Times daily edition. Be sure to choose an article with a clearly defined argument, but one with enough complexity to be an interesting object of analysis. In a carefully crafted four to five minute speech, identify the central arguments presented in the editorial. You should identify and explain the types of claims and support provided within the article and analyze the relationship between each claim and its support. Be sure to identify the question or issue that the author is arguing over.

Your speech should be performed according to good oral communication standards. Your speech should have an introduction with a clearly identifiable thesis, a body, and a conclusion. It should also include statements that identify sources for cited material and transitional statements to signal a move from one point to another. The speech should be delivered in an extemporaneous style, neither read from a page, totally memorized, nor totally off the cuff. A typed, full-sentence outline of the speech must be provided (if you cite any sources, you must include a bibliography in a standard citation format). Please attach a copy of the editorial you are working with.

Grading Criteria: Your speech will be graded on a 100-point scale.

10 points for Editorial Selection: Does the editorial make a clear argument? Is the topic selected significant and interesting? Does the speaker demonstrate the importance or relevance of the argument to the audience? Are the requisite elements of an argument present and clearly described?

16 points for Organization: Does the introduction present a clear argumentative thesis? Is there a clear relationship between the elements of the speech? Does the organization reflect a strategic attempt to use communication for gaining assent? Were the central arguments clearly communicated in the performance of the speech? Did the conclusion attempt to summarize the central arguments and provide closure?

40 points for Analysis: Is the central issue or question identified? Is the main claim identified? Are sub-claims identified and explained? Is the evidence analyzed? Is the relationship between claim and support explained? Does the speaker use enough examples from the text?

10 points for the Outline: Is the outline detailed enough to accurately illustrate all of the arguments of the speech? Is it clearly labeled and does it follow a tight organizational scheme?

Is it typed and delivered on time? Is proper citation format used for evidence internally and in the bibliography?

24 points for Delivery and Language Choices: Was the speech delivered extemporaneously? Did the delivery of the speech enhance the argument? Did vocal emphasis assist in presenting the central main points? Did choices in language and style attempt to communicate to the audience's experience and interests? Did physical delivery assist in advancing the argument? Did the speaker provide enough material to meet the minimum time requirement? Was the argument focused enough to fall within the maximum time limit?

Speech Two: Position Speech

After looking closely at a single instance of argument, this assignment asks students to move into building their own response and critique. Utilize your same editorial from the The New York Times daily edition. Construct your speech as a response to this editorial as if you were arguing in a letter to the editor. In a carefully crafted four to five minute speech, identify your central argument and support it with three other sources. Be sure to identify the question or issue that the author is arguing over.

Your speech should be performed according to good oral communication standards. Your speech should have an introduction with a clearly identifiable thesis, a body, and a conclusion. It should also include statements that identify sources for cited material and transitional statements to signal a move from one point to another. The speech should be delivered in an extemporaneous style, neither read from a page, totally memorized, nor totally off the cuff. A typed, full-sentence outline of the speech must be provided (sources cited must be on a bibliography in APA citation format). Please attach a copy of the editorial you are working with.

Grading Criteria: Your speech will be graded on a 100 point scale.

16 points for Organization: Does the introduction present a clear argumentative thesis? Is there a clear relationship between the elements of the speech? Does the organization reflect a strategic attempt to use communication for gaining assent? Were the central arguments clearly communicated in the performance of the speech? Did the conclusion attempt to summarize the central arguments and provide closure?

20 points for Supporting Materials: Did the speech use at least three sources to build the argument? Did the research come from reputable sources? Did the research actually address the main point made in the argument? Was the research cited properly?

30 points for Critique: Is a main thesis identified which disagrees with the Editorial? Are there between 3 and 5 points of disagreement? Is each point supported? Is the support logical? Is the critique compelling or persuasive? Is the critique making points that are part of the larger public discussion?

10 points for the Outline: Is the outline detailed enough to accurately illustrate all of the arguments of the speech? Is it clearly labeled and does it follow a tight organizational scheme? Is it typed and delivered on time? Is proper citation format used for evidence internally and in the bibliography

24 points for Delivery and Language Choices: Was the speech delivered extemporaneously? Did the delivery of the speech enhance the argument? Did vocal emphasis assist in presenting the central main points? Did choices in language and style attempt to communicate to the audience's experience and interests? Did physical delivery assist in advancing the argument? Did the speaker provide enough material to meet the minimum time requirement? Was the argument focused enough to fall within the maximum time limit?

Democracy in Action

While we spend a lot of time discussing the theory and performing our own practice of advocacy, Advocacy is an act that most often takes place in the public sphere. This

assignment asks you to step outside of the classroom and observe, analyze, and report on an instance where advocacy matters (**in this course, we will be doing so virtually**). This is an opportunity to see how people are actually engaging in advocacy and can be of any scale (local, regional, national, international). Remember, you are not giving a summary about the topic, but a critique of the speaking situation.

Purpose: This assignment is designed to further the following course goals.

- Demonstrate an understanding of key elements of arguments
- Demonstrate ability to communicate effectively in an appropriate style to subject, occasion, and audience through an oral presentation
- Create response and critique to an existing argument related to a social issue or controversies

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success: listening, analysis, comprehension, written communication, and critical thinking.

Knowledge: This assignment will help you to become familiar with the way democracy works in your specific setting. Applying course concepts to an instance of advocacy will increase your knowledge of the course materials.

Argument Case Assignment

For the final speech for this class, students will be engaged in a debate over a question of policy. This will be a test of cooperation as much as competition, so good team work is important. This task will require all of the skills of argument that we have been discussing, but it will require attention to practices of case building and refutation in particular. In order to assist you in the construction of your debate, we will begin a case that will help you to advocate for your side, recognize the important issues at stake in the debate, and organize them in an easily understandable fashion. Each student group will submit case.

For this element of the assignment, you and your partners will assemble a detailed speech script (no less than 7-9 pages) on the proposition that you will debate. This brief will outline some of the crucial arguments that you will make for your speeches. Each brief should include:

- A correctly phrased and appropriately constructed proposition
- Statements of potential issues, based on your side (affirmative or negative)
- Statements of major claims, based on your side (affirmative or negative)
- Appropriate citation for grounds or evidence to prove claims

[Author, qualification (if given), date, periodical or book title, page #] • Statements of grounds or evidence to prove claims [quotations from research materials]

While each speech will be unique, I would expect that no debate should have fewer than four or more than six potential issues. As with the previous speech assignment, balance is crucial to ensure relatively equal footing for the debate.

Debate Speech Assignment

Your work in class thus far has involved the investigation of arguments. You have attempted to use the terms and concepts of argument theory to explain public arguments and to investigate social controversies. In this final phase of the class, you are being asked to put these skills into practice in the construction of arguments. Where previously you were giving speeches that were primarily *about* arguments, in this speech you will use what you have learned to *make* strong arguments.

For speech four, you will be asked to participate in a debate over a matter of social controversy, consisting of a five-minute constructive argument and a three minute rebuttal for each side. You and your partner serve as either the affirmative or the negative side for the debate. It is the role of the affirmative to marshal support in favor of the proposition (to meet the burden of proof), while it is the negative's task to critique these arguments and to support arguments in favor of the status quo (to meet the burden of rejoinder). In the constructive speech, each speaker will be asked to construct a speech that performs these tasks. For this speech, you will certainly be expected to use the concepts of argument in the construction of your position, especially with regards to evidence, values, and credibility. Still, you should keep in mind that your goal for this speech is persuasive advocacy more than it is informative analysis. Each constructive argument should address the crucial issues identified by both sides on the brief and should use source materials

from the brief in order to guarantee clash. The first speech that each side gives may be prepared in advance. All the other speeches are more spontaneous, based on what the other debaters argue. These speeches should be based on response to the opponents' arguments *as stated in class* and should not be constructed in advanced. You will almost certainly want to consult your notes on refutation tactics in order to perform critiques of your opponents' positions by revealing argumentative inadequacies and proposing counterarguments.

Course Policies:

Assignments and Requirements

All assignments are due on the date specified. Late assignments are not accepted, and, excepting authorized absences, make-up assignments will not be scheduled. If you miss a presentation, workshop, or other schedules or informal class activities and you have a University Authorized Absence (i.e. an excused absence from the Dean of Students), we will try to reschedule you at our earliest convenience. You should be prepared to perform whenever you are called upon, certainly the next time you come to class. When a reading assignment is listed in the syllabus for a given day, you should complete the reading assignment by that day.

Classroom Etiquette: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Emergency Situations: In case of university closure due to emergency situations, such as inclement weather or a widespread infections disease (e.g., swine flu), I will communicate with you via the email you get through Canvas.

Completing the Course

Students are expected to complete all assignments for this course during the semester. Assigning a grade of “incomplete” is rare, and in order to request an “I,” the student must meet these requirements: a) The student must have completed at least 75% of the course assignments; b) The student must be passing the course; c) There must be an unforeseen and compelling reason why the course cannot be completed on time; and d) The student must present a plan for completing the assignments within the time period specified in the catalog.

Course Evaluations: Course evaluations are conducted online through the university’s program. Log onto my.unt.edu to access and complete the course evaluation.

Academic Dishonesty. Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course.

Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability

Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

Extra Credit Opportunities

You can add up to 4 points to your final grade for the course by doing any combination of the following activities: Watch a political debate on TV or at a public venue. Write a one-page summary of the debate and proclaim a winner (1 point per debate). Attend a debate tournament or other public performance and write a one-page summary of the event and how it related to the content of the class (2 points per review). Participate in one of the studies going on in the Department of Communication Studies. Write a brief summary of the study and what aspect of communication it is intended to investigate (1 point per study). Other speaking and argument events may also qualify for extra credit with short writing summaries. Please contact your instructor before submitting any other event as extra credit. The number of points will be awarded based on the quality of your work. Completing an assignment does not automatically guarantee that you will receive all of the available points. If 80% of the course participants complete the course evaluation system on my.unt.edu, the entire class will gain 1 point of extra credit.