

# COMMUNICATION 2140—Advocating in Public- Spring 2020

Instructor: Brian Lain, PhD

T 3:30-4:50pm, WH 222

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Office Hours: T 2:00-3:00pm, W 1-2:00pm and by appointment

Instructor's Office: GAB 320D

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.

This class is a discovery course. Discovery courses are designed to help students gather the tools necessary for full engagement in the undergraduate experience.

## 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

## **Texts Required:**

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

This course uses Canvas as a part of UNT's launch, please go to <https://unt.instructure.com/> to login to the course site. You will be able to see the large lecture 001, in which materials will be posted.

## **Getting Text Reminders:**

You can sign up to use Remind a free app to get text messages delivered to your mobile device. Just text 81010 the message "@2140Spr20" and you will be registered to receive automatic text message updates.

## **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

#### Democracy in Action (10%)

Students will watch a public speaking event intended to advocate to an audience and write a summary of this. This is an opportunity to see how people are actually engaging in advocacy. The summary applies some concepts we are learning in advocacy to the event.

#### Exams (20%)

There will be a midterm and final exam covering the material up to that point in the semester. It will cover material in the textbooks as well as material we have covered in class.

#### Argument Speech: (10%)

Each student will be responsible for constructing a 5-7 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.

As a part of this function, we will decide the topic, teams, even create our T shirts we will wear at the activity.

#### Recitation Activities (10%)

Each week, small groups of students meet in recitation. This is an active learning session that applies concepts we discuss during lecture. Each recitation has activities and assignments associated with it. These total to be worth 10%.

#### Journal (10%)

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 Blackboard. 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.

#### iClicker Reef - Participation (10%)

Engagement, participation and interaction are important elements of the learning process. To that end, we will be using iClicker Reef, so each student must be registered to Reef and have a device (computer, smartphone or tablet) for polling responses for this course.

Because iClicker Reef is flexible across devices, you may participate by choosing one of the two options below:

1. iClicker Reef app: You may use your own smartphone or tablet by downloading the app available for iOS and Android
2. iClicker Reef website – [iclicker.com](http://iclicker.com) – for browser-based use

With either option, you will create an account with iClicker, select University of North Texas as your institution, and enter your EUID (your Canvas login ID) in the *Student ID (optional)* space.

To add the course to your iClicker Reef list, log into Canvas using a browser and click the link in this course. You'll be directed to your iClicker Reef account. Log in as needed and the course will appear in your personal list.

Click on the course and JOIN when we are in session. Connecting via wifi in UNT classrooms is highly recommended.

**Grading:** You will receive 1 point for each answer recorded (participation) and an additional 1 points for each correct answer for a total of 2 points per question. Responses to questions posed for which there is no right or wrong answer will receive 1 points for participation. Therefore, you are **receiving credit for participating** and **additional credit for answering correctly**. The total number of points that you can earn during the

semester is capped at 100. Since you will have the opportunity to answer more questions than are required to reach 100, you can still build 100 points even if you miss a couple of classes or answer some questions incorrectly. Further, because will be given more than 100 points worth of polling questions throughout the semester, you may not make up missed questions, regardless whether you have forgotten to bring a response device, you are late to class, or you miss class. Again, **there is no makeup for missed questions**. (If you have extenuating circumstances, please notify me so that we may work together to ensure your success in learning the material.)

**Academic Integrity:** *\*Please note that the misuse of iClicker Reef will be considered a violation of proper student conduct and will be treated as cheating. For this class, iClicker Reef is to be used as a learning tool **by you in the classroom**. Misuse would include submitting answers for a friend who is not in attendance in class, submitting answers when you are absent, having someone else submit answers for you when you are absent, or any other use of iClicker Reef by which you are not submitting your own work in class.*

#### Course Assignments

Assignment Name	Weight
Editorial Analysis Speech:	(10%)
Position Speech	(10%)
Democracy in Action	(10%)
Exams	(20%)
Argument Case:	(10%)
Student Debate	(10%)
Journal	(10%)
iClicker	(10%)
Recitation	(10%)
Total	(100%)

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

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

#### Recitation instructors:

The recitation instructors for this course are truly extraordinary. Much of the time you spend on this course will be spent with them. They are all experienced instructors and specialize in rhetoric and argument. During their office hours, which they will give you, you can find them in GAB 322.

#### Recitation sections emails and locations

Section	Recitation instructor	Email Address	Time/Location
201	Kassie Hall	<a href="mailto:Kassie.Hall@unt.edu">Kassie.Hall@unt.edu</a> ( <a href="mailto:Kassie.Hall@unt.edu">mailto:Kassie.Hall@unt.edu</a> )	Thurs (2-3:20)/Lang 322
202	Kassie Hall	Kassie.Hall@unt.edu	Thurs (3:30-4:50)/Lang 301
203	Emily Boldt	Emily.boldt@unt.edu	Thurs (2-3:20)/Lang 301
204	Emily Boldt	Emily.boldt@unt.edu	Thurs (3:30-4:50)/Lang 217

## The Lecture Recitation Format:

As noted above, much of the time you spend in this class will be spent in recitation with your instructors. Some of the time we will meet in the lecture room and discuss topics together. You can find out where you are supposed to meet on which day by looking at the class schedule at the end of this syllabus.

You should acquire the books as soon as possible, and keep in mind that the course discussions assume that you have completed the readings prior to the class period.

#### Instructor Office Hours

##### Instructor emails and office hours

<u>Name</u>	<u>Email</u>	<u>Office Hours</u>	<u>Location</u>
Brian Lain	Brian.lain@unt.edu	Tuesdays 3:30-4:30pm, Wednesdays 1-2pm	GAB 320D
Kassie Hall	Kassie.Hall@unt.edu	Tuesdays & Thursdays 11:30-1:00 pm.	GAB 322
Emily Boldt	Emily.boldt@unt.edu	Monday and Wednesday 1:30-3:00pm.	GAB 322

## Course Policies:

### Class Participation

Students are expected to attend each class session, to have read and synthesized the material to be covered that day, and to be prepared to participate actively and intelligently in class discussions. It is impossible to participate intelligently if one has not completed the reading assignment for the day. Class participation is an important part of your grade. Class participation includes attending class regularly, being on time, doing all assigned work outside of class as directed, and being prepared to take part in all in-class activities. These will include informal writing and speaking exercises, as well as large and small group discussions. Note that it is important to balance speaking and listening, to direct comments constructively to the subject at hand, and to show respect to all speakers.

## **Attendance**

Much of your success in this course depends on your active participation in the daily class discussions. Not only is the material covered in class important to your success, but also your participation as an audience member and a participant in the daily activities of the class is crucial to achieving the course objectives. Consequently, you are expected to attend every class session and to be on time. The term *absence* used in this policy does not apply to “authorized absences” as defined by the university. It is not the responsibility of the instructors to keep you apprised of the number of absences you have accumulated. University policies about excused absences can be found at

[http://policy.unt.edu/sites/default/files/untpolicy/1.4.1\\_Absence\\_Attendance\\_0.pdf](http://policy.unt.edu/sites/default/files/untpolicy/1.4.1_Absence_Attendance_0.pdf)

([http://policy.unt.edu/sites/default/files/untpolicy/1.4.1\\_Absence\\_Attendance\\_0.pdf](http://policy.unt.edu/sites/default/files/untpolicy/1.4.1_Absence_Attendance_0.pdf))

## **Tardiness**

Many times in this class, you will be making presentations. Entering during a speech or performance is a rude distraction to the performer and the class. If you are late for class, please listen outside the door to determine if someone is making a presentation. If you hear a speaker, please wait until the presentation has ended before entering. If you arrive after the roll has been taken it is your responsibility to inform us at the end of that class period. Absences will not be removed otherwise.

## **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. The Code of Student Conduct can be found at <http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11> (<http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11>)

## **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 Blackboard.

## **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. Further sanctions may apply to incidents involving major violations. You will find the policy at: <http://vpaa.unt.edu/academic-integrity.htm> [.\(http://vpaa.unt.edu/academic-integrity.htm\)](http://vpaa.unt.edu/academic-integrity.htm).

## 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 Accommodation website at <http://www.unt.edu/oda> [.\(https://webmail.unt.edu/OWA/redirect.aspx?C=2-p95jp\\_EWwoilbfsvlphc0yxEpdtAI\\_GDGEHVXx4kQVv\\_shUsY-8lvuU2tlikQaYuZ0Dy51Oc.&URL=http%3a%2f%2fwww.unt.edu%2foda\)](https://webmail.unt.edu/OWA/redirect.aspx?C=2-p95jp_EWwoilbfsvlphc0yxEpdtAI_GDGEHVXx4kQVv_shUsY-8lvuU2tlikQaYuZ0Dy51Oc.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940-565-4323.

## COMM Library Copier Use Policy

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). Attend the Gender Fair (1 point). Other speaking and argument events may also qualify for extra credit with short writing summaries. Please contact Brian Lain 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.

## Netiquette: An Introduction

Netiquette provides guidelines for an appropriate way to interact with others in a professional online environment. This brief summary draws from Virginia Shea's [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) [.\(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html).

### **Rule 1: Remember the Human**

Practice the Golden Rule: Do unto others as you would have others do unto you. Remember, your written words are read by real people, and the words you are read are written by real people-- all interactions are deserving of respectful communication.

### **Rule 2: Adhere to the same standards of behavior online that you follow in real life**

Ask yourself would you behave rudely to someone face-to-face? Before you press "submit," ask yourself, "Would I be okay with this if I was telling this person face-to-face?"

### **Rule 3: Know where you are in cyberspace**

"Netiquette varies from domain to domain." (Shea, 1994). Your context and audience matter - What you text to a friend may not be appropriate in an email to a classmate or colleague.

#### **Rule 4: Respect other people's time and bandwidth**

Electronic communication takes time: time to read and time in which to respond. Make your written communication meaningful and to the point, without extraneous text or superfluous graphics or attachments that may take forever to download.

#### **Rule 5: Make yourself look good online**

Put your best foot forward. Keep in mind that others will note the quality of your writing, so keep the following tips in mind:

- Always check for spelling and grammar errors
- Know what you're talking about and state it clearly
- Be pleasant and polite

#### **Rule 6: Share expert knowledge**

The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded. Remember to post resources and references about your subject matter.

#### **Rule 7: Help keep flame wars under control**

What is meant by "flaming" and "flame wars?" "Flaming is what people do when they express a strongly held opinion without holding back any emotion." (Shea, 1994). Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

#### **Rule 8: Respect other people's privacy**

Depending on what you are reading in the virtual world, be it an online class discussion forum, Facebook page, or an email, you may be exposed to some private or personal information that needs to be handled with care. Just as you expect others to respect your privacy, so should you respect the privacy of others. Be sure to err on the side of caution when deciding to discuss or not to discuss virtual communication.

#### **Rule 9: Don't abuse your power**

Just like in face-to-face situations, there are people in cyberspace who have more "power" than others. They have more expertise in technology or they have years of experience in a particular skill or subject matter. Just remember: knowing more than others do or having more power than others may have does not give you the right to take advantage of anyone. Think of Rule 1: Remember the human.

#### **Rule 10: Be forgiving of other people's mistakes**

Not everyone has the same amount of experience working in the virtual world. And not everyone knows the rules of netiquette. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense.

Adapted from [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) .(<http://www.albion.com/netiquette/corerules.html>)\_Shea, V. (1994). Core rules of netiquette. *Netiquette* (Online ed., pp. 32-45). San Francisco: Albion Books.

This syllabus is not a contract. It is a guide and may be changed by the professor at any time without prior notice.

## **Tentative Class Schedule:**

This schedule indicates class meeting days, items which are due on those days, and items which should be read from the texts in advance of those meetings. This schedule is subject to change.

**(Tu) 1/14** Lecture: Intro to Class, Intro to Argument and Rhetoric

Discuss Major Assignments Essential Guide Ch. 1

**(Week 1)** Recitation: Introductions. Finding an Editorial, Going over assignments

(Tu) 1/21 Lecture: History of Rhetoric, Essential Guide Ch.2

(Week 2) Recitation: Classical Rhetoric Activity (Bring copies of your Editorial with you to Class)

(T) 1/28 Lecture: Claims and why they are important Essential Guide Ch. 3

(Week 3) Recitation: Recitation: Practicing Claims, Editorial Speech Workshop 1 (Bring copies of your Editorial with you to Class)

(T) 2/4 Lecture: Evidence, and Values Argumentation Ch. 4,5

(Week 4) Recitation: Editorial Analysis Practice, Editorial Speech, Workshop 2

**DUE: Draft of First Speech and Copy of Editorial**, Can be turned in any time until Thursday at 11:59pm, multiple submissions allowed.

(T) 2/11 **Lecture**: Persuasion Essential Guide Ch. 4 and 5

(Week 5) Recitation: **DUE- Editorial Speech**, All outlines uploaded by Thursday 11am

(T) 2/18 Lecture: Induction and Deduction

(Week 6) Recitation: **DUE- Editorial Speech**,

(T) 2/25 Lecture: Position Speech in Detail, Review for Midterm

(Week 7) Recitation: Position Speech Workshop 1, Toulmin Game, practice midterm available until

(T) 3/3 Lecture: Controversies and Rhetoric

(Week 8) Recitation: Position Speech Workshop 2, **DUE: Draft of Position Speech**

(T) 3/17 Lecture: Ethical Reasoning

(Week 9) Recitation: Practice with Induction, Go over midterm, Organize Debate Topics

**Online Midterm Exam due**

**Due: Position Speeches Must be Uploaded**, outlines + working link to speech due Friday 11:59pm

(T) 3/24 Lecture: Introduction to Debate

(Week 10) **Recitation**: Gaming with Induction and Deduction **(Practices)**

(T) 3/31 Lecture: Fallacies

(Week 11) Recitation Getting Ready for Debates

**(Practices)**



(T) 4/7 **Lecture: Debate Work**

(Week 12) Recitation: Debate Prep, Fallacies (Practices)

(T) 4/14 Lecture: Casing, debate prep (final prep)

**Due: Argument Case**

(Week 13) Recitation: Preparations

(T) 4/21 **Lecture**: Debriefing from Debate-A-Palooza

**Thursday – (4/23) - Debate -a-Palooza at UNT, 1:30pm-5:30pm**

**Extra Credit Opportunity**: Spring 2020 SPOT Administration:

(T) 4/26 Lecture: **Final Exam Review**

**DUE: Democracy in Action**

(Week 15) **Recitation: Final Exam Review/Debate-A-Palooza**

(TH) 4/30 Last day of class Practice final open until, 11:59pm

(T) 5/1-6 **Final Exam, Online**

## 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.

*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?

*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?

*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?

*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?

*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.

*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?

*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?

*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?

*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?

*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. This is an opportunity to see how people are actually engaging in advocacy and can be of any scale (local, regional, national, international). It MUST be something related to your debate topic however. This may not be a speaker within a regularly scheduled university class (your English or Sociology professor). The speech you attend should be at minimum 15 minutes long and not part of a panel discussion program. 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.

**Tasks:**

To successfully complete this assignment you should:

Step 1. Find a public address event (a city council meeting, a campaign rally, a town hall with an elected official, a public protest, or even a legislative assembly, if you are unsure of the event, email [blain@unt.edu](mailto:blain@unt.edu) (<mailto:blain@unt.edu>), in short, it must be public and must involve advocacy)

Step 2. Attend the event

Consider the event in light of course concepts we have discussed.

Step 3. Formulate a 2-3 page paper where you summarize your findings from this event. Make sure that in your paper you follow an appropriate style system

1. Describe the event (Who, what where why)
2. Was is a good or bad example of advocacy?
3. Apply Aristotle (was is rhetorical? how? was it forensic, epideictic or deliberative? what type of appeals were used?)
4. How does this help you prepare for the debate?

Step 4. Turn it in.

**Criteria for Success:** To be successful you must:

- Have attended a public event at which advocacy occurred
- Write according to good communication standards
- Comment in your writing about the objectives of the speaker
- Describe the Audience and Context for the speech
- Describe the speech content and structure
- Describe the Speaker's delivery
- At a minimum apply the course concepts of Aristotelian rhetoric and ethical reasoning (Applying additional course concepts may warrant a higher grade if applied correctly)

## 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 cae 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 Summary:

Date	Details
Mon Jan 20, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470913">Start Here- First Journal (https://unt.instructure.com/courses/24111/assignments/470913)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470912">Start: Assignment My Presentation Resume (https://unt.instructure.com/courses/24111/assignments/470912)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470871">Start: Confirmation of Start Here Completion (https://unt.instructure.com/courses/24111/assignments/470871)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470872">Start: Discussion- Introduce Yourself (https://unt.instructure.com/courses/24111/assignments/470872)</a> due by 11:59pm
Fri Jan 24, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470898">Module 1- Journal (https://unt.instructure.com/courses/24111/assignments/470898)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470891">Module 1: Assignment (https://unt.instructure.com/courses/24111/assignments/470891)</a> due by 11:59pm
Fri Jan 31, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470900">Module 2- Journal (https://unt.instructure.com/courses/24111/assignments/470900)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470899">Module 2: Assignment (https://unt.instructure.com/courses/24111/assignments/470899)</a> due by 11:59pm
Fri Feb 7, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470901">Module 3- Journal (https://unt.instructure.com/courses/24111/assignments/470901)</a> due by 11:59pm
Sat Feb 8, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470874">Module 3- Group Thread (https://unt.instructure.com/courses/24111/assignments/470874)</a> due by 11:59pm
Thu Feb 13, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470902">Module 4: Assignment- Editorial Analysis Speech (https://unt.instructure.com/courses/24111/assignments/470902)</a> due by 9am
Fri Feb 14, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470903">Module 4- Journal (https://unt.instructure.com/courses/24111/assignments/470903)</a> due by 11:59pm

Date	Details
Fri Feb 21, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470905">Module 5- Journal (https://unt.instructure.com/courses/24111/assignments/470905)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470904">Module 5: Assignment- research (https://unt.instructure.com/courses/24111/assignments/470904)</a> due by 11:59pm
Fri Feb 28, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470869">Midterm Exam (https://unt.instructure.com/courses/24111/assignments/470869)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470906">Module 6- Position Speech Preparation (https://unt.instructure.com/courses/24111/assignments/470906)</a> due by 11:59pm
Fri Mar 6, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470907">Module 7- Journal (https://unt.instructure.com/courses/24111/assignments/470907)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470875">Module 7: Position Speech Group Draft Exchange (https://unt.instructure.com/courses/24111/assignments/470875)</a> due by 11:59pm
Fri Mar 20, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470881">Group Meeting Selfie and Minutes Week of April 16 (https://unt.instructure.com/courses/24111/assignments/470881)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470910">Module 8 - Position Speech (https://unt.instructure.com/courses/24111/assignments/470910)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470908">Module 8- Journal (https://unt.instructure.com/courses/24111/assignments/470908)</a> due by 11:59pm
Fri Mar 27, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470876">Module 9 Discussion 2.0 (https://unt.instructure.com/courses/24111/assignments/470876)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470911">Module 9- Journal (https://unt.instructure.com/courses/24111/assignments/470911)</a> due by 11:59pm
Fri Apr 3, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470883">Module 10- Journal (https://unt.instructure.com/courses/24111/assignments/470883)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470873">Module 10: Discussion (https://unt.instructure.com/courses/24111/assignments/470873)</a> due by 11:59pm
Fri Apr 10, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470884">Module 11 - Draft of Argument case (https://unt.instructure.com/courses/24111/assignments/470884)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470885">Module 11- Journal (https://unt.instructure.com/courses/24111/assignments/470885)</a> due by 11:59pm
Thu Apr 16, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470861">Democracy in Action Sheet (https://unt.instructure.com/courses/24111/assignments/470861)</a> due by 11:59pm
Fri Apr 17, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470888">Module 12- Journal (https://unt.instructure.com/courses/24111/assignments/470888)</a> due by 11:59pm
Mon Apr 20, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470886">Module 12 Debate Case (https://unt.instructure.com/courses/24111/assignments/470886)</a> due by 11:59pm
Fri Apr 24, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470889">Module 13- Journal (https://unt.instructure.com/courses/24111/assignments/470889)</a> due by 11:59pm
Thu Apr 30, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470879">Extra Credit (https://unt.instructure.com/courses/24111/assignments/470879)</a> due by 11:59pm
Fri May 1, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470890">Module 14- Journal (https://unt.instructure.com/courses/24111/assignments/470890)</a> due by 11:59pm
Wed May 6, 2020	 <a href="https://unt.instructure.com/courses/24111/assignments/470870">Module 14 - Final Exam (https://unt.instructure.com/courses/24111/assignments/470870)</a> due by 11:59pm
	 <a href="https://unt.instructure.com/courses/24111/assignments/470880">Foliotek (https://unt.instructure.com/courses/24111/assignments/470880)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470882">iClicker- Large Lecture (https://unt.instructure.com/courses/24111/assignments/470882)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470896">Module 1 iClicker Section 202 (https://unt.instructure.com/courses/24111/assignments/470896)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470897">Module 1 iClicker Section 205 (https://unt.instructure.com/courses/24111/assignments/470897)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470892">Module 1- iClicker 203 (https://unt.instructure.com/courses/24111/assignments/470892)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470893">Module 1- iClicker 204 (https://unt.instructure.com/courses/24111/assignments/470893)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470894">Module 1- iClicker 205 (https://unt.instructure.com/courses/24111/assignments/470894)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470895">Module 1- iClicker Section 201 (https://unt.instructure.com/courses/24111/assignments/470895)</a>
	 <a href="https://unt.instructure.com/courses/24111/assignments/470887">Module 12 - Debate (Speech) (https://unt.instructure.com/courses/24111/assignments/470887)</a>