

Course Syllabus



COMMUNICATION 2140—Advocating in Public- Spring 2023

Instructor: Brian Lain, PhD

pronouns: he/him/his

T 3:30-4:50pm, TH 121

E-Mail: blain@unt.edu

Office Hours:

Tuesday 1:30-3pm and Wednesday 1-3pm and by appointment

Instructor's Office: GAB 320D

Communication Expectations: Canvas is the primary tool we use to communicate with students. Secondary communication tools include remind.com and Zoom. PLEASE NOTE WHEN ON ZOOM YOU ARE EXPECTED TO HAVE A CAMERA AND MICROPHONE. Personal concerns or questions can be directed to Brian Lain either through Canvas DM, Zoom meeting, or email. Please be aware that it may take up to 24 hours to respond to messages. Grades are posted within 2 weeks of assignments due date.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

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 Structure

Comm 2140 is being taught synchronously online. The Class meets in a lecture/recitation format. Large Lecture meets on Tuesday at 3:30-4:50 . Recitations (identified as sections 201, 202, 203, or 205) meet at different times on Thursdays. If you are not aware of what recitation you are in you can check on my.unt.edu. Recitations are assigned by the registrar and students may not move recitations. This course is 16 weeks long, has 4 major assignments, and involves student teams.

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 Optional:

There is no required textbook, However, if you wish to get additional information you can consult:

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.

Teaching Philosophy:

A full statement of my teaching philosophy can be found [here](#)

(<https://presentation.foliotek.com/portfolio/view/7b7c1013-5595-4643-91ba-69f568f2afce?page=4e7463f3-ca92-415e-9c22-3682171e4d8e>). For this course we support transparency and accountability. We will never ask you to do anything we have not done ourselves. Every activity and assignment attempts to learn or practice a particular skill toward the course goals.

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 “@2140Spr23” 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.

Refutation 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 rally or other political event designed to increase advocacy. Attend a rally for a political candidate or intended to raise awareness for a cause and write a short summary of the event.

Weekly Quizzes (10%)

There are brief (10 question) weekly quizzes that reviews the materials covered for that week. Each week they are due on Friday at 11:59pm

Argument Case : (10%)

Each team of students will be responsible for constructing a 4-5 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 format.

Recitation Activities (15%)

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 (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.

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 – 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.)

Special Note: 24 Hour Rule regarding iClicker. If you cannot participate in a question because of illness, technological problems or other issues, You have 24 hours form the close of THAT CLASS SESSION to email the instructor an answer for the question(s) missed. Those answers will be then added into the system.

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%)
Refutation Speech	(10%)
Democracy in Action	(10%)
Weekly Quizzes	(10%)

Argument Case:	(10%)
Student Debate	(10%)
Journal	(15%)
iClicker	(10%)
Recitation	(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:

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	Office Hours	Office Hour Location
001	Brian Lain	Brian.Lain@unt.edu (mailto:Brian.Lain@unt.edu)	Tues 3:30-4:50 TH 121	M 1:30pm-3pm	GAB 320D

W 2pm-3:30pm

201	Adrian Tam	Adrian.TamZhiTin@unt.edu (mailto:Kassie.Hall@unt.edu)	Thurs 2-3:20pm Lang 315	3 PM to 4 PM, Wednesday	GAB 322
202	Emily Maly	Emily.Maly@unt.edu	TTh 3:30PM - 4:50PM Lang 214	T Th 1:30 to 3:00.	GAB 322
203	Mo Gibbins	Mollie.Gibbins@unt.edu	Th 2:00PM - 3:20PM Lang 214	MW 10- 11:30am	GAB 322
204	Meredith Stuart	Meredith.Stuart@unt.edu	Th 3:30PM - 4:50PM Lang 314	M 1 -2:30 pm and W 1:30 -3:00 pm.	GAB 322

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.

Course Policies:

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software,

supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn> (<https://online.unt.edu/learn>)

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).

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 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.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students 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. For additional information see the [ODA website](https://disability.unt.edu/) <https://disability.unt.edu/> (<https://disability.unt.edu/>)().

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

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 Dean of Students 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. Visit UNT's [Code of Student Conduct \(https://deanofstudents.unt.edu/conduct\)](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu \(https://my.unt.edu/\)](https://my.unt.edu/). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect \(https://it.unt.edu/eagleconnect\)](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website \(http://spot.unt.edu/\)](http://spot.unt.edu/) (http://spot.unt.edu/) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu (<mailto:SurvivorAdvocate@unt.edu>) or by calling the Dean of Students Office at 940-5652648.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu (<mailto:internationaladvising@unt.edu>)) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- **Student Health and Wellness Center** (<https://studentaffairs.unt.edu/student-health-and-wellness-center>) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- **Counseling and Testing Services** (<https://studentaffairs.unt.edu/counseling-and-testing-services>) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- **UNT Care Team** (<https://studentaffairs.unt.edu/care>) (<https://studentaffairs.unt.edu/care>)
- **UNT Psychiatric Services** (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

center/services/psychiatry)

- **Individual Counseling** (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- **UNT Records** (<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>)
- **UNT ID Card** (<https://sfs.unt.edu/idcards>)
- **UNT Email Address**
(<https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FCexecution=e1s1>)
- **Legal Name** (<https://studentaffairs.unt.edu/student-legal-services>)

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can **add your pronouns to your Canvas account** (<https://community.canvaslms.com/docs/DOC-18406-42121184808>), so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- **What are pronouns and why are they important?** (<https://www.mypronouns.org/what-and-why>)
- **How do I use pronouns?** (<https://www.mypronouns.org/how>)
- **How do I share my pronouns?** (<https://www.mypronouns.org/sharing>)
- **How do I ask for another person's pronouns?** (<https://www.mypronouns.org/asking>)
- **How do I correct myself or others when the wrong pronoun is used?**
(<https://www.mypronouns.org/mistakes>)

Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- **Financial Aid** (<https://financialaid.unt.edu/>) (<https://financialaid.unt.edu/>)
- **Student Legal Services** (<https://studentaffairs.unt.edu/student-legal-services>)
(<https://studentaffairs.unt.edu/student-legal-services>)

- **Career Center** (<https://studentaffairs.unt.edu/career-center>) (<https://studentaffairs.unt.edu/career-center>)
- **Multicultural Center** (<https://edo.unt.edu/multicultural-center>) (<https://edo.unt.edu/multicultural-center>)
- **Counseling and Testing Services** (<https://studentaffairs.unt.edu/counseling-and-testing-services>) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- **Pride Alliance** (<https://edo.unt.edu/pridealliance>) (<https://edo.unt.edu/pridealliance>)
- **UNT Food Pantry** (<https://deanofstudents.unt.edu/resources/food-pantry>) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- **Academic Resource Center** (<https://clear.unt.edu/canvas/student-resources>) (<https://clear.unt.edu/canvas/student-resources>)
- **Academic Success Center** (<https://success.unt.edu/asc>) (<https://success.unt.edu/asc>)
- **UNT Libraries** (<https://library.unt.edu/>) (<https://library.unt.edu/>)
- **Writing Lab** <http://writingcenter.unt.edu/> (<http://writingcenter.unt.edu/>) ()

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. 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>).

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/redir.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

Please contact Brian Lain before submitting any other event as extra credit. You can add up to 4 points to your final grade for the course by doing any combination of the following activities: 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. 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>).

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) 1/17 Lecture: Intro to Class, Intro to Argument and Rhetoric

Discuss Major Assignments

(1/19) Recitation: Introductions. Finding an Editorial, Going over assignments

Module 1

(Tu 1/24) Lecture: History of Rhetoric,

(1/26) Recitation: Classical Rhetoric Activity (Bring copies of your Editorial with you to Class)

Module 2

(T) 1/31 Lecture: Claims and why they are important

(2/2) Recitation: Practicing Claims, Editorial Speech Workshop 1 (Bring copies of your Editorial with you to Class)Read: The Trouble with Online College

Module 3

(T)2/7 Lecture: Evidence, and Values

(2/9) 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.

Module 4

(T) 2/17 **Lecture:** The Toulmin Model

(2/16) **Public Presentations Workshop**

Module 5

(T) 2/21 Lecture: Induction and Deduction

(2/23 Recitation: **DUE- Editorial Speech, Must be uploaded by Thursday 11:59 pm**

Module 6

(T) 2/28 Lecture: Refutation Speech in Detail,

(3/2) Recitation: Refutation Speech Workshop 1, Toulmin Game, practice midterm available until

Module 7

(T) 3/7 Lecture: Controversies and Rhetoric, Virtual Teamwork

(3/9) Recitation: Refutation Speech Workshop 2, **DUE: Draft of Refutation Speech**

Spring Break Mar 13-18, 2023

Module 8

(T) 3/21 Lecture: Ethical Reasoning

(3/23) Recitation: Ethics in Context, Organize Debate Topics

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

Module 9

(T) 3/28 Lecture: Introduction to Debate

(3/30) **Recitation**: SPAR Debates **(Practices)**

Module 10

(T) 4/4 Lecture: Case Building Refutation

(4/6) Recitation Getting Ready for Debates **(Practices)**

Module 11

(T) 4/11 **Lecture: Fallacies**

(4/13) Recitation: Debate Prep (Practices)

Module 12

(T) 4/17 Lecture: **Debate Prep**

Due: Argument Case

Thursday 4/20 Comm Day- Debates take place at Union

Module 13

(T 4/25) **Comm Day Debrief**

Extra Credit Opportunity: Spring 2023 SPOT Administration:

Module 14

T 5/2 Lecture: Debriefing from Debate-A-Palooza**(5/4) Debriefing from Debate-A-Palooza**

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 or Wall Street Journal 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: Refutation 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). 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.

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 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 4-5 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	Due
Fri Jan 20, 2023	 <u>Start Here- First Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646486)	due by 11:59pm
	 <u>Start: Assignment My Presentation Resume</u> (https://unt.instructure.com/courses/80274/assignments/1646485)	due by 11:59pm
	 <u>Start: Confirmation of Start Here Completion</u> (https://unt.instructure.com/courses/80274/assignments/1646440)	due by 11:59pm
	 <u>Start: Discussion- Introduce Yourself</u> (https://unt.instructure.com/courses/80274/assignments/1646450)	due by 11:59pm
Fri Jan 27, 2023	 <u>Module 1: Assignment</u> (https://unt.instructure.com/courses/80274/assignments/1646468)	due by 11:59pm
	 <u>Module 1: Quiz</u> (https://unt.instructure.com/courses/80274/assignments/1646439)	due by 11:59pm
Fri Feb 3, 2023	 <u>Module 2- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646471)	due by 11:59pm
	 <u>Module 2: Assignment</u> (https://unt.instructure.com/courses/80274/assignments/1646470)	due by 11:59pm
	 <u>Module 2: Quiz</u> (https://unt.instructure.com/courses/80274/assignments/1646446)	due by 11:59pm
Fri Feb 10, 2023	 <u>Module 3- Editorial Analysis Speech Draft and peer Review</u> (https://unt.instructure.com/courses/80274/assignments/1646472)	due by 11:59pm
	 <u>Module 3: Quiz</u> (https://unt.instructure.com/courses/80274/assignments/1646444)	due by 11:59pm
	 <u>Team Contract</u> (https://unt.instructure.com/courses/80274/assignments/1646449)	due by 11:59pm

Date	Details	Due
Fri Feb 17, 2023	 <u>Module 4- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646475)	due by 11:59pm
	 <u>Module 4: Assignment- Editorial Analysis Speech</u> (https://unt.instructure.com/courses/80274/assignments/1646474)	due by 11:59pm
	 <u>Module 4: Quiz Toulmin</u> (https://unt.instructure.com/courses/80274/assignments/1646448)	due by 11:59pm
Fri Feb 24, 2023	 <u>Module 5: Quiz Induction and Deduction</u> (https://unt.instructure.com/courses/80274/assignments/1646445)	due by 11:59pm
	 <u>Module 5: Assignment- research</u> (https://unt.instructure.com/courses/80274/assignments/1646476)	due by 11:59pm
Fri Mar 3, 2023	 <u>Module 6- Refutation Speech Preparation</u> (https://unt.instructure.com/courses/80274/assignments/1646479)	due by 11:59pm
	 <u>Module 6- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646477)	due by 11:59pm
Fri Mar 10, 2023	 <u>Module 8 - Refutation Speech</u> (https://unt.instructure.com/courses/80274/assignments/1646482)	due by 11:59pm
Mon Mar 20, 2023	 <u>Refutation Speech Draft and peer Review</u> (https://unt.instructure.com/courses/80274/assignments/1646484)	due by 11:59pm
Fri Mar 24, 2023	 <u>Module 8- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646481)	due by 11:59pm
	 <u>Module 8: Quiz Debate</u> (https://unt.instructure.com/courses/80274/assignments/1646447)	due by 11:59pm

Date	Details	Due
Fri Mar 31, 2023	 <u>Module 9 Discussion 2.0m</u> (https://unt.instructure.com/courses/80274/assignments/1646452)	due by 11:59pm
	 <u>Module 9 Quiz Ethical Reasoning</u> (https://unt.instructure.com/courses/80274/assignments/1646441)	due by 11:59pm
Fri Apr 7, 2023	 <u>Module 10- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646483)	due by 11:59pm
	 <u>Module 10: Discussion</u> (https://unt.instructure.com/courses/80274/assignments/1646451)	due by 11:59pm
	 <u>Module 10: Quiz: Refutation</u> (https://unt.instructure.com/courses/80274/assignments/1646443)	due by 11:59pm
Wed Apr 12, 2023	 <u>Democracy in Action</u> (https://unt.instructure.com/courses/80274/assignments/1646453)	due by 11:59pm
	 <u>Module 11 - Draft of Argument case</u> (https://unt.instructure.com/courses/80274/assignments/1646462)	due by 11:59pm
Fri Apr 14, 2023	 <u>Module 11- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646463)	due by 11:59pm
	 <u>Module 11: Quiz Fallacies</u> (https://unt.instructure.com/courses/80274/assignments/1646442)	due by 11:59pm
Thu Apr 20, 2023	 <u>Module 12 Debate Case</u> (https://unt.instructure.com/courses/80274/assignments/1646465)	due by 11:59pm
Fri Apr 21, 2023	 <u>Module 12- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646467)	due by 11:59pm
Fri Apr 28, 2023	 <u>Module 13- Journal</u> (https://unt.instructure.com/courses/80274/assignments/1646466)	due by 11:59pm
Fri May 5, 2023	 <u>Extra Credit</u> (https://unt.instructure.com/courses/80274/assignments/1646454)	due by 11:59pm

Date	Details	Due
	 <u>Foliotek</u> (https://unt.instructure.com/courses/80274/assignments/1646455)	
	 <u>iClicker Grade</u> (https://unt.instructure.com/courses/80274/assignments/1646456)	
	 <u>iClicker Grade-201</u> (https://unt.instructure.com/courses/80274/assignments/1646457)	
	 <u>iClicker Grade-202</u> (https://unt.instructure.com/courses/80274/assignments/1646458)	
	 <u>iClicker Grade-203</u> (https://unt.instructure.com/courses/80274/assignments/1646459)	
	 <u>iClicker Grade-204</u> (https://unt.instructure.com/courses/80274/assignments/1646460)	
	 <u>Module 12: Debate</u> (https://unt.instructure.com/courses/80274/assignments/1646464)	
	 <u>Roll Call Attendance</u> (https://unt.instructure.com/courses/80274/assignments/1729489)	