

Advocacy and Debate– Comm 102

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COURSE OVERVIEW

Debate offers an opportunity to gain mastery of a method of deliberation for effective choice making skills. The ability to analyze problems, formulate solutions to those problems, and identify potential pitfalls can help across a broad variety of challenges. Lawyers advocate in courtrooms; teachers create solutions to problems in their classroom; entrepreneurs must persuade financial backers of their ideas. No matter one's profession or goal in life, the ability to articulately identify and defend reasons for a course of action will offer the one the ability to lead.

With a focus on application of knowledge obtained, a large number of small assignments take the place of a traditional textbook supplemented by long-lectures and power-point presentations. Recognizing the need for active participation, students will practice persuasion, speaking, writing and/or arguing rather than listening to a professor.

Expected Outcomes of Students

- Seamless use of research in oral and written communication- specifically the ability to functionally utilize WFU academic resources as a method to improve one's position.
- Artful and articulate oral communication skills – the ability to utilize as few words as possible while still making a meaningful impression through creative imagery.
- Effective Choice Making Skills – weighing options, disadvantages, and underlying assumptions as part of every day activities will make students better citizens.
- Thorough Defenders of Courses of Action – Advocating a course of change in the face of opposition can make students effective leaders.
- Express their ideas in oral and written messages that are coherent, persuasive, and ethical.
- Analyze and evaluate verbal and nonverbal messages in differing social, political, and cultural contexts in order to assess their effectiveness and ethical implications.

A FOCUS ON SUSTAINABILITY:

This semester the students in this class will orient arguments around the topic of sustainability. There is no singular meaning of “sustainability”; it is widely contested. The diversity meanings will be explored by the students in the three major arguments in the class. For the argument speech each person will be asked to come up with one argument for how the class should act differently. The second major assignment is a 2v2 debate – the topics will revolve around how governments can best create sustainability. The third section will look at the competitive world of non-profit and for-profit entities as they utilize arguments. The students will then be asked to advocate on behalf of an entity that supports sustainability.

COURSE POLICIES

ATTENDANCE - FAQs

Do I get penalized for missing class on days where I don't present?

There are graded assignments frequently during class period. Not in class to gain feedback or knowledge on how to complete them..... it's the loss of the student. MISS 3 OR MORE UNEXCUSED ABSENSES EXPECT SEVERE PENALTIES.

What happens if I miss on a day I am supposed to perform?

Automatic 2 letter grade deduction. If the performance involves more than one student, the student that missed must complete an additional research paper in order to pass the course. The entire performance will go on regardless. If for any reason a student cannot attend class on one of the scheduled PERFORMANCE days, please let the instructor know as soon as possible.

How do I get excused for missing class?

If a student misses class for a school-sponsored activity, please have an advisor, coach, and/or university staff member provide written documentation or email to (greenjm@wfu.edu) in as far advance as possible. Students will not receive any penalty for these absences. Non-school sponsored activities can serve as justification for absence on the instructor's discretion and only if presented in as far advance as possible. This can include: job interviews and medical absences. Going on vacation, scheduling a meeting with another professor, or working out a problem with a roommate will not count. Students hold responsibility for gaining information presented in the classes they missed, turning in assignments missed, and talking with the instructor to determine a timeline of completion for missed assignments.

Banned Topics

Students may not research, debate, or advocate on the following topics: abortion or the death penalty or the existence of a higher power. In general, the more narrow/unique your topic of advocacy, the more likely the professor will like it. This instructor has simply experienced the debates/associated arguments too many times and would like for original ideas to be expressed.

Additional Clarifications....

- 1 – Do not text message or answer phone calls during class. If there is a special circumstance (you are a member of an emergency response crew), do let the instructor know.
- 2 – We will start promptly, please do not pack up early. If you are going to leave early or show up late for a justified reason, please let me know.
- 3 – Grades are not rounded up.
- 4 – There is no extra credit unless specified. Asking for it will only have the opportunity to hurt your grade.
- 5 – Check your grade online. If there is a discrepancy, please email the instructor, any comments made in person are not likely to be remembered or entered.
- 6 – Laptops are encouraged. Those who do not exclusively use them for class purposes will no longer be able to bring them to class.

HONOR CODE – ACADEMIC HONESTY...

This professor believes that the honor and integrity system is not as stringent as needed. Any situation of academic dishonesty will be pursued to the maximum extent allowed by University policy. ANY work of another individual must be cited. This instructor would much prefer you ask about how to cite/appropriately collaborate before acting.

STUDENTS WITH ADDITIONAL NEEDS

If you have any condition which will make it difficult for you to carry out the work as outlined or will require academic accommodations, please notify the instructor as soon as possible, I am more than willing to make any accommodation needed.

REQUIREMENTS FOR TURNED IN DOCUMENTS

All work turned in must be typed with a 12 point Times New Roman font with 1 inch margins, double-spaced. Students are expected to bring their computer or paper copies with them if the instructor requests.

GRADING

Major In-Class Assignments

- Major In-Class Debate – 100 points
- Competitive Bidding – 100 points
- Argument Presentation – 100 points
- Major Quiz – 50 points
- Daily Assignments – Many – exact amount TBD

Members of the Debate Team - Active members of the debate team (one who will compete at two tournaments) will not complete the Major In-Class debates. Any student wishing to attend and compete at a debate tournament with the Wake Forest University Debate team will have the opportunity to try out.

COURSE SCHEDULE

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| 8/25 | OPENING DAY – Course Overview, WFU Internet Research Tools, Author Citation FOR NEXT CLASS: Read about Toulmin Model |
| 8/27 | Effective Speaking Habits - What is argument? – Toulmin Model/Parts of an Argument – For Class – DEFINE SUSTAINABILITY FOR YOURSELF |
| 9/1 | Parts of an Argument/Types of Evidence – Storytelling, Stats, Expert Opinion |
| 9/3 | Very Short – In-Class Debates |
| 9/8 | RHETORICAL FALLACIES PART ONE |
| 9/10 | RHETORICAL FALLACIES PART TWO |
| 9/15 | Poetic Arguments |
| 9/17 | Poetic Argument Presentations (2 Groups)/Review Questions |
| 9/22 | No Class – Take Quiz Online |
| 9/24 | Argument Speech Suggestions/Practice Speaking Argument Speeches TA Role: None |
| 9/29 | Argument Presentation – Advocate for a personal action the audience should take to increase sustainability |
| 10/1 | Argument Presentation cont’d |
| 10/6 | NO CLASS - |
| 10/8 | Argument Presentation cont’d |
| 10/13 | Formulate a Policy |
| 10/15 | Formulating a Disadvantage to Action |
| 10/20 | Formulating a Counterproposals |
| 10/22 | Asking Questions/Criticizing Assumption |
| 10/27 | No Class |
| 10/29 | IN CLASS DEBATE PREPARATION/Peer Coaching |
| 11/3 | IN CLASS DEBATE 1 - Those not speaking provide feedback FOR NEXT CLASS: Provide Ballot |
| 11/5 | IN CLASS DEBATE 1 - Those not speaking provide feedback FOR NEXT CLASS: Provide Ballot |
| 11/10 | IN CLASS DEBATE 1 – Those not speaking provide feedback FOR NEXT CLASS: Provide Ballot - |
| 11/12 | COMPETITIVE BIDDING over Sustainability Non-Profits |
| 11/17 | STUDENT WORK DATE |
| 11/19 | COMPETITIVE BIDDING/Visual Presentation |
| 11/24 | STUDENT WORK DATE – Instructor Present |
| 11/26 | Thanksgiving – No Class |
| 12/1 | Competitive Bidding Group A |
| 12/3 | Competitive Bidding Group B |
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