

Instructor's Manual and Test Bank
for
Argumentation and Critical
Decision Making
8th Edition

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PREFACE

This Instructor's Guide accompanying Argumentation and Critical Decision Making is intended to make the text more practical. We hope it will help make your argumentation course interesting and useful to your students.

The guide is divided into three parts. The first part provides sample course plans for an introductory course (including one with service learning), a course in legal argumentation, and a theories of argumentation course. The second part contains a chapter-by-chapter discussion, of teaching suggestions and sample multiple-choice and essay questions. The answers to the multiple-choice questions are provided. The third part presents further written and oral activities for in-class and outside of class projects.

In putting together this Instructor's Guide, we have had the generous help of our colleagues at the University of Utah and across the country: Joseph Anderson, U. of Utah, Danielle Endres, U. of Utah, Norman Elliott, U. of Utah, Patricia Ganer, Cypress College; Marouf Hassian, Jr., U. of Utah; Michael Middleton, U. of Utah; Jerie McArthur, Macalester College; James W. Pratt, University of Wisconsin-River Falls; Jack Rhodes, Miami University, Ohio; Barbara Sharf, University of Illinois-Circle Campus; Alan Sillars, University of Montana; and David Thomas, University of Richmond

As we have discovered by reviewing the syllabi and assignments of our colleagues, each instructor has his or her own way of approaching the course. This Instructor's Guide combines the materials from a number of colleagues with our own materials. You may not want to use our materials exactly as we present them, however, we hope they will be adaptable to your needs.

Richard D. Rieke
Malcolm O. Sillars
Tarla Rai Peterson

PART I COURSE PLANS

The following are six course plans you can adjust to meet your particular needs. All are for one-semester, three class meetings per week courses. The first three are different approaches to the basic course in argumentation. The fourth is for a course in Argumentation and Law. The fifth syllabus is for an introduction to argumentation taught as a service learning course. The sixth syllabus is for an advanced course in theories of argumentation designed for communication majors.

It is common for specific emphases to develop even in a general course on argumentation. For instance, many instructors use formal debates as a primary vehicle to teach Introduction to Argumentation. If your course has this emphasis, you will want to substitute formal debates on fact, value, and policy claims for some of the more informal assignments in that syllabus. In many universities pre-law students make up a significant proportion of the people in the Introduction to Argumentation course. In such a case, you may want to use a syllabus more like Argumentation and Law, or you might add more legal exercises into the Introduction to Argumentation syllabus; possibly the Mock Trial. Some instructors prefer campus topics such as intercollegiate athletics, fraternities and sororities, library policies, and grading. Others like to emphasize political topics, particularly in an election year. You need to assess the needs and interests of the students and adapt to them. Syllabi should reflect your judgment of the needs of the students. Therefore, these proposed syllabi are mostly for illustrative purposes.

COMM 1270: Analysis of Argument¹

Department of Communication
University of Utah * Spring 2012

Class Meetings

Lectures

Section 1	12:25-1:45	Tuesday	LNCO 1110	Michael Middleton
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Labs

Section 2	12:25-1:45	Thursday	ST 214	Geoffrey Bennett
Section 3	2:00-3:20	Thursday	ST 214	Geoffrey Bennett
Section 4	12:25-1:45	Thursday	MBH 102	Craig Tovey
Section 5	2:00-3:20	Thursday	MBH 302	Craig Tovey

Course Description

This course is an introduction to the formal study of argumentation. It is designed to help students be more sensitive to the arguments that surround them in their everyday life, to develop greater skill in understanding and critically assessing those arguments, and to build competence in producing your own arguments. To achieve these goals, the course is structured to teach argumentation skills, experiences, and abilities by engaging in public arguments about pressing political, social, and legal issues.

Course Objectives

To understand--This course presents basic argumentation concepts and principles of effective argumentation and critical thinking.

¹ We are grateful to our colleague Mike Middleton for permission to reprint this syllabus.

To apply--Over the course of the semester, students will use argumentation concepts to develop reasonable arguments that enhance their critical thinking and communication skills.

To evaluate--The learner will use course concepts to analyze and evaluate public arguments in legal, political, social, and governmental contexts.

Required Materials

Richard D. Rieke, Malcolm O. Sillars, and Tarla Rai Peterson. *Argumentation and Critical Decision Making*. 8th Ed. Boston: Pearson Education, 2013. Print. (ACDM)

Other supplemental readings as assigned.

Course Policies

Learning Environment: We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others' communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel free to participate as part of the class. Specific concerns include evaluation of peers, selection and delivery of topics and materials for presentation, and accountability for one's participation in our class. Further, egregious disrespect including, but not limited to, racism, sexism, ageism, homophobia, classism, etc. will not be tolerated. Students choosing to engage in such behavior, depending on the severity of their violation, will be subject to repercussions ranging from dismissal from the class period to removal from class. If at any time or for any reason you feel uncomfortable with the classroom environment or confused about these expectations, please contact the instructor immediately in order to resolve/improve the situation.

Assignment Due Dates: Assignments must be submitted and examinations must be taken in person on scheduled days. Students who do not observe this policy will not be permitted to make up their exams or assignments. Exceptions to this policy will only be made in the case of University sanctioned absences as described in the attendance section above.

Personal Electronics: If the use of your cell phone or pager disrupts others, including the teacher, you will be asked to leave class and marked as absent. To avoid this from happening, please turn off or silence your electronics before class. If you need to answer an important call, put the phone on vibrate and leave the room to answer.

Course Assignments

Exams: Midterm 1: ____/50 Midterm 2: ____/50 Final: ____/50 ____/150

Two short midterm exams will draw from both lecture and reading material. The exams will be a combination of multiple choice, matching, true/false, and short essay. Each exam is designed to assess both your comprehension of course content and your ability to apply concepts and processes. The final exam will be multiple-choice only and will be comprehensive.

Argument Diagram: ____/50

Using diagramming methods to examine arguments provides a clearer picture of the structure of an argument. Moreover, diagrams allow students to more clearly understand and critically evaluate arguments in everyday life. For this assignment, you will be required to diagram an argument from an Op-Ed selected by the instructors. You will diagram the argument using the various parts of the Toulmin model described in chapter 6 (claim, grounds, warrant, backing, qualifier, rebuttal, reservation). You will also develop a brief critical analysis of the argument. More details will be distributed in the assignment guidelines available on WebCT during the first or second week of class. Average length: 2-3 pages.

Topic Paper: _____/50

For this assignment, you will choose a controversy of local, statewide, national, or international significance. After you select a topic, you will be required to complete three elements of this assignment. First, identify 5-7 sources that are relevant to your topic and create an annotated bibliography that includes these sources. Second, write a one-page justification for your topic that identifies why it is significant and can be addressed through argumentation. Third, you will develop 3-4 propositions based on the topic for or against which you could develop an argumentative essay. More details will be distributed in the assignment guidelines available on WebCT during the first or second week of class. Average length: 2-3 pages.

Argumentative Essay: _____/100

For this assignment, you will use instructor feedback to select a final proposition and develop your research on the topic you selected for your topic paper. You will develop a claim in support of or opposed to the proposition you developed and support that claim with your own research. The essay will be guided by discussions of case-writing and issue selection had in lecture and should reflect effective grounds, backing, and warrants for your argument. Your essay should be 4-5 full, double-spaced pages. More details will be distributed in the assignment guidelines available on WebCT during the first or second week of class.

Refutation Block: _____/50

Once you have completed your argumentative essay, you must create a refutation block that identifies and develops counterarguments that responds to each of your major claims in that essay. Your block should develop point-by-point responses to each of the arguments you made in your original essay. Your refutation should be written as an argument block, meaning it should be outlined into main points. For each counter-argument, be sure: to identify the claim it is making, to provide evidence that supports the claim, and to elaborate a warrant that connects your evidence to your claim. Your refutation block should be 1 single-spaced page. More details will be distributed in the assignment guidelines available on WebCT during the first or second week of class.

Participation Points: _____/100

Your participation in lab will be meticulously tracked and monitored by your lab leader. Please see your lab leader's syllabus for a description of how they will calculate your participation grade.

TOTAL POINTS: _____/500

Point Distribution and Grading Scale

Assignment	Points	% Grade
Exams		
Mid-Term #1	50 pts.	10%
Mid-Term #2	50 pts.	10%
Final Exam	50 pts.	10%
Written Assignments		
Argument Diagram	50 pts.	10%
Topic Paper	50 pts.	10%
Argumentative Essay	100 pts.	20%
Refutation Block	50 pts.	10%
Participation		
Participation	100 pts.	20%
Total	500 pts	100%

Grading Scale

A = 100-94%	C = 76-74%
A- = 93-90%	C- = 73-70%
B+ = 89-87%	D+ = 69-67%
B = 86-84%	D = 66-64%
B- = 83-80%	D- = 63-60%
C+ = 79-77%	E = 59% ↓

Lecture Schedule

Please see the syllabus for your particular lab for details about topics, activities, readings, and other questions of lab content and procedure. The only lab dates listed on this schedule are those on which assignments are due or exams are scheduled.

Date	Topic	Reading
Jan 10	Course Introduction	
*Please print the Syllabus and Assignment Packet on WebCT and bring it to class.		
January 17	Domains of Argument	ACDM, Ch 1
January 24	Critical Appraisals of Arguments	ACDM, Ch 2
January 31	Approaches to Arguments	ACDM, Ch 3
February 7	Diagramming Arguments	ACDM, Ch 4
February 14 February 16	Elements of Arguments: Evidence Midterm #1 in Lab	ACDM, Ch 7
February 21 February 23	Elements of Arguments: Credibility Argument Diagram Due in Lab	ACDM, Ch 9
February 28 March 1	Constructing Arguments& Issue Selection Topic Paper Due in Lab	ACDM, Ch 5 & 6
March 6 March 8	Refutation Midterm #2 in Lab	ACDM, Ch 10-11
March 13	NO CLASS – Spring Break	
March 20	NPDA NATIONAL TOURNAMENT	No Class
March 27	Argumentative Writing http://www.umuc.edu/ewc/onlineguide/chapter8/chapter8-02.shtml	UMUC Ch 8
March 29	Argumentative Essay Outline Due in Lab	
April 3	Argumentation and the Law	ACDM, Ch 12
April 10 April 12	Argumentation in Government and Politics Argumentative Essay Due in Lab	ACDM, Ch 16
April 17 April 19	Collegiate Forensics Refutation Blocks Due in Lab	
April 24	Exam Review & Course De-brief	
May 1	Final Exam, 10:30-12:30 on WebCT	

Analysis of Argument 2

Required Text:

Rieke, Richard D., Malcolm O. Sillars, and Tarla Rai Peterson. *Argumentation and Critical Decision Making*. 8th ed. Boston: Pearson/Allyn and Bacon, 2013.

Course Description

This course offers an introduction to the theory and practice of argumentation. Analysis of argument emphasizes the process of argument construction, evaluation, and decision-making. Students will be involved in projects that require attention to all of these elements of argument. Further, this course explores the important public dimension of argumentation and advocacy, recognizing skill in advocacy as a fundamental element of effective democracy and self-government. Students will learn to recognize argumentative discourses in numerous spheres of argument and be involved in the production and analysis of specific communicative messages.

This course involves three learning environments: lectures, discussion, and evaluation. Lectures will introduce the terms and concepts of argument, provide information about argument theory, and will involve case studies and examples. Discussions will emphasize activities of argument production, and offer opportunities to seek interconnection with your other coursework and extension to the “real world” of your attitudes, values, and practices. Finally, evaluation is how I will assess your learning. Evaluation will include a midterm, a final, and participation.

Course Goals

To understand and use the vocabulary of argumentation and to learn significant components of argument theory

To analyze and evaluate the quality of arguments in context and produce arguments with increasing sophistication and efficiency

To integrate practices of argument in the context of community issues, academic work, and personal beliefs
To promote effective argumentation as a way to understand others and to promote dialogue and dispute resolution

To assess and appreciate the value of argument as an essential and valuable communication practice

To build your skills in research, quantitative and qualitative reasoning, problem solving, decision-making, and advocacy

Course Policies

Learning Environment – The success of this course, like any communication event, depends on mutual respect. Being respectful of others (of their spoken and written discourses) does not necessarily imply agreement or consent. However, it does oblige all of us to take each other’s positions seriously, and it obliges us to be responsible for our choices in language. We can expect that our class will involve a clash of heated and controversial positions. It is necessary that we all operate according to an ethic of respect. Thus, any and all responsible positions are welcome. Of course, the relative responsibility of a position is always open to public interpretation and debate. While consensus might be achieved, it is certainly not always our ultimate goal. As a basic courtesy, I ask that cell phones be turned off (not just silenced) and you do not use your laptops in class.

Attendance

Regular attendance is crucial to adequate performance in this course. Attendance at all class meetings and Friday discussion sections will prepare you for formal assignments and will determine your participation grade. Absences are permitted only in unavoidable circumstances: serious illness, family emergencies, religious observations, and official University sponsored activities. Please inform me well in advance if you

² We are grateful to our colleague Danielle Endres for permission to print this syllabus.

must miss class. If your absence is unavoidable, I will schedule a time and place for you to make up work that you have missed.

WebCT– This course makes use of the online supplements provided by Web Course Tools (WebCT). If you are not familiar with WebCT, spend some time cruising the site for more information. It is your responsibility to keep abreast of updates at the WebCT site.

Course Assignments

This is a fast pace course, geared toward students motivated to learn about argument, language, and culture. However, no prior knowledge of argumentation is assumed.

Participation: 20% of your final grade. The instructor and TA will keep a record of attendance and your level and quality of participation in lectures. Additionally, there will be five unannounced “pop” quizzes or in-class assignments throughout the course of the semester. I will drop the quiz or in-class assignment with the lowest score. Your final participation grade will be determined from the record of attendance, your quality of participation, and your grades on the pop quizzes and in-class assignments.

Discussion Section: 20% of your final grade. The Friday discussion section provides a crucial opportunity to work through the theories and concepts presented in lectures. You are required to attend and participate fully in these discussion sections. Your TA will assign your final discussion grade. Your TA will provide more details on how he/she will determine this grade.

Midterm Exam: 30% of your final grade. The midterm exam will be a combination of multiple choice, matching, true/false, fill in the blank and short answer questions. I do not grade exams on a curve.

Final Exam: 30% of your final grade. The midterm exam will be a combination of multiple choice, matching, true/false, fill in the blank and short answer questions. The final exam will be cumulative, meaning it will test you on concepts and theories from the entire course not just the second half after the midterm. I do not grade exams on a curve.

Grading Scale

A = 100-94%	A- = 93-90%	
B+ = 89-87%	B = 86-84%	B- = 83-80%
C+ = 79-77%	C = 76-74%	C- = 73-70%
D+ = 69-67%	D = 66-64%	D- = 63-60%
		E = 59% ↓

Grading Concerns: Your questions and concerns about evaluation are important. If you are concerned with your performance on a particular assignment, contact me so that we can discuss the issue. If you are concerned with a grade and perceive an error, please come prepared to present a well-detailed case for a change in grade and to draw connections between your performance and the stated assignment goals. Effort and ability play a role in your performance in class, but ultimately it is the performance of the finished product that will determine your grade on a given assignment. You should also recognize that a performance must exceed the minimum requirements and stated expectations of an assignment in order to earn a grade that exceeds the average. Our conversation on your concerns will likely emphasize the necessary steps for future improvement as much as a critical reexamination of previously evaluated work.

Course Schedule (subject to change if necessary)

Assigned readings should be completed BEFORE the class session for which they are listed!

Week 1: Orientation and Defining Argumentation (Chapter 1)

Monday 8/25 Introductions, syllabus discussion, course registration, discussion of WebCT

Wednesday 8/27 Introduction to Argument Read: Chapter 1

Friday 8/29 Discussion/Activity: Introductions and Orientation

Week 2: Appraising Argumentation (Chapter 2)

Monday 9/1 NO CLASS FOR LABOR DAY

Wednesday 9/3 Appraising Argumentation Read: Chapter 2

Friday 9/5 Discussion/Activity: Arguments and Blogging

Week 3: Making sense in Argumentation (Chapter 3)

Monday 9/8 Traditional Criteria Read: Chapter 3

Wednesday 9/10 Nontraditional Criteria and ADR

Friday 9/12 Discussion/Activity: Argument Criteria Activity

Week 4: Analysis in Argumentation (Chapter 4)

Monday 9/15 Finding Propositions Read: Chapter 5

Wednesday 9/17 Analyzing Propositions

Friday 9/19 Discussion/Activity: Developing and Analyzing Propositions

Week 5: Case Building (Chapter 5) & Sustainability Teach In

Monday 9/22 In Class Film: An Inconvenient Truth

Wednesday 9/24 Case Building Read: Chapter 6

Friday 9/26 Discussion/Activity: Energy Policy Debate

Week 6: The Nature of Arguments (Chapter 6)

Monday 9/29 The Toulmin Model Read: Chapter 4

Wednesday 10/1 Argument Types

Friday 10/3 Discussion/Activity: Argument Identification and Mapping

Week 7

Monday 10/6 Midterm Exam Review

Wednesday 10/8 MIDTERM EXAM

Friday 10/10 NO CLASS- ENJOY FALL BREAK

Week 8 NO CLASS FOR FALL BREAK

Week 9: Evidence (Chapter 7)

Monday 10/20 Forms of Evidence Read: Chapter 7

Wednesday 10/22 Using Evidence

Friday 10/24 Discussion/Activity: Evidence Analysis

Week 10: Values (Chapter 8)

Monday 10/27 Values and Argumentation Read: Chapter 8

Wednesday 10/29 Analysis of Arguments

Friday 10/31 Discussion/Activity: Arguing over Values

Week 11: Credibility (Chapter 9)

Monday 11/3 Credibility and Argumentation Read: Chapter 9

Wednesday 11/5 Analysis of Credibility

Friday 11/7 Discussion/Activity: Credibility in Advertisements

Week 12: Refutation (Chapter 10)

Monday 11/10 Refutation Read: Chapter 10

Wednesday 11/12 Refutation (cont.)

Friday 11/14 Discussion/Activity: Four-Step Refutation

Week 13: Refutation by Fallacy Claims (Chapter 11)

Monday 11/17 What are Fallacies? Read: Chapter 11

Wednesday 11/19 Identification of Fallacies

Friday 11/21 Discussion/Activity: Fallacy Identification Activity

Week 14: Argumentation in Law (Chapter 12)

Monday 11/24 In Class Film: 12 Angry Men

Wednesday 11/26 Argumentation in Law Read: Chapter 12

Friday 11/28 NO CLASS FOR THANKSGIVING

Week 15: Argumentation in Science and religion (Chapters 13 & 14)

Monday 12/1 Argumentation in Science Read: Chapter 13

Wednesday 12/3 Argumentation in Religion Read: Chapter 14

Friday 12/5 Discussion/Activity: Analysis of Intelligent Design, Creationism & Evolution Debate

Week 16: Argumentation in Government and politics (Chapter 15)

Monday 12/8 Political Argumentation Read: Chapter 15

Wednesday 12/10 Social Movement Argumentation

Friday 12/12 Final Exam Review

Week 17 FINAL EXAM

Analysis of an Argument 3

Course Description

The ability to participate effectively in reasoned discourse leading to critical decision making is required in virtually every aspect of life, particularly in a democracy. Competency in reasoned discourse, written or oral is increasingly expected of those who are involved in government, business, citizen action, or any of the professions. Read almost any job description at the entry or advanced level and it is likely that written and oral communication competence and the ability to think critically will be included among the qualifications sought by the employer. This course is designed to improve your understanding and skills in these areas.

Analysis of argument is a basic skills course. You will learn how to use the practical logic appropriate to communication behaviors ranging from interpersonal talk to formal argumentation when you want to think and interact critically and make critical decisions. What you learn in this class will make you more effective in writing college papers in any discipline, and in reasoning with others in any setting such as interpersonal, political, legal, scientific, business, social, or religious. Reasoned discourse, the subject of this course, is the foundation of democratic institutional performance. You should become a better citizen through your ability to analyze and create arguments.

This course deals with audience-centered argument in practical, everyday settings. Specifically, after the course you should be able to:

1. Understand the characteristics of argumentation;
2. Understand how argumentation serves critical appraisal;
3. Identify and analyze issues;
4. Build argumentative cases;
5. Understand types of argument;
6. Understand and evaluate the evidence in arguments;
7. Understand the role of values and credibility in arguments;
8. Be able to attack and defend a claim;
9. Understand the role of argument spheres.

Required Text

Rieke, Richard D., Malcolm O. Sillars, & Tarla Rai Peterson. *Argumentation and Critical Decision Making*, 8th Edition, Boston: Pearson/Allyn and Bacon , 2013.

COMPLETION OF ASSIGNMENTS

All course work must be turned in at the time of the class meeting for which it is assigned. If you have a specific problem, notify the instructor in advance of the deadline.

STUDENT RESPONSIBILITIES

1. Regular attendance and participation. Although there are a large number of students in this class, you will be expected to speak up, to ask and answer questions, and to make comments. Every week during the lecture sessions, special materials relating to the skill of the week will be made available. It will be necessary for you to attend lectures in order to get these materials and be prepared for the discussion session. Much of the lecture content will not come from the textbook, so it will be necessary for you to attend class in order to be prepared for the tests. If you cannot plan to attend most of the lecture sessions, drop the course immediately – there are many students waiting to take your seat. Do not double book this class with another.

2. Complete In-Class exercises. Purchase a lined tablet 8 ½ inches by 11 inches with at least 30 pages. Bring it to every class meeting. There will be a writing assignment in class virtually every class meeting that will be collected at the end of class. Put your name at the top of each page before you turn in the writing assignment. The writing assignment will also count as evidence of your attendance.

3. Participate in team activities. Each class member will be a member of a team for purposes of work inside and outside class. Teams will be expected to complete at least one hour of work outside of class per week.

4. Complete two short quizzes. The tests will check your understanding of the text and lecture material. To pass the tests, you must read the assigned chapters on time and attend lectures.

5. Complete one 8 to 10-page printed paper. On a topic of your choosing, you will present arguments and support on both sides of at least four issues.

6. Complete mid-term exam during the last third of the semester.

BASIS FOR CALCULATING GRADES

	Points Available
1. In class writing exercises	150 (15%)
2. Discussion section and team participation	200 (20%)
3. Short quizzes	100 (10%)
4. Final paper	250 (25%)
5. Mid-term exam	300 (30%)

DATE/TOPIC/READING ASSIGN/CLASS EXERCISE

(Read the weekly chapter assignments prior to the Monday lecture for the assigned week)

JANUARY

7	Manage registration for the semester	Read Chs. 1 & 2. for Wed.
9	Criticism in argumentation Write an argument to justify your decision to take this class. Before you turn in your argument, write any questions about the text you need answered.	

DISCUSSION SECTION: Welcome to discussion! Quick review and Q&A, choose teams. Go to the website of any of the candidates seeking their party's nomination for president, and print out a position statement. Bring that statement to class Monday.

14	Critical approaches to argument	Read Ch. 3.
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Write a critique of the political position statement you brought with you.

- 16 Critical approaches to argumentation
Write a critique of the argument on the screen. Add questions you would like answered.

DISCUSSION SECTION: Review Ch. 3; bring up questions about the work so far; have a discussion of the various approaches to argumentation.

- 21 Martin Luther King, Jr. Day – no class
- 23 Spheres and criteria Read Ch. 5.
Write the significant claims being made in the material on the screen. Identify your own biases relevant to the claims. Write questions you would like answered.

DISCUSSION SECTION: Review Chapter 5; Critical analysis to find a proposition worksheet. Bring research on Team topics decided the week before.

- 28 Patterns of criteria Read Ch. 16.
From the material on the screen, identify two claims and the support given for them.
- 30 Decision making in political spheres.
Write why you support your chosen candidate for the presidency.

FEBRUARY

DISCUSSION SECTION: Review Chapter 16, get together with others who support the same candidate for president and prepare arguments in support of the candidate; split up to join others supporting another candidate and have a critical discussion. Bring up questions that need answers.

- 4 Briefing arguments Read Ch. 6.
Write a brief of the argument on the screen.
- 6 Review what we have covered this far in preparation for the test.

DISCUSSION SECTION: QUIZ # 1

- 11 Case building in argumentation
What is your chosen candidate's "convincing vision" narrative? Write questions you want answered.
- 13 Communicating to decision makers.
Write a problem-solution argument.

DISCUSSION SECTION: Review Chapter 6 and Quiz #1. Practice presenting oral arguments.

- 18 Presidents' Day, No class
- 20 Argument types Read Ch. 4.
Use the Toulmin model to analyze the argument on the screen. Add questions you would like answered.

DISCUSSION SECTION: Review Chapter 4, answer questions, and talk about commonplaces and patterns of reasoning.

25 Argument types

Read Ch. 7

Identify the types of arguments used on the screen. Write down questions you have about the Toulmin model and types of arguments and turn in at the end of class.

27 Support for arguments

Identify the evidence used in the argument on the screen and describe it.

DISCUSSION SECTION: Review Chapter 7; evidence exercise

MARCH

3 Evaluating evidence

Read Ch. 12.

Criticize the evidence in the arguments on the screen.

5 Evidence in law

DISCUSSION SECTION: Discuss legal argumentation; select topics for the paper due at the end of November. You will receive a hand-out discussing the paper and its format.

10 Legal arguments

Comment critically on the legal argument on the screen. Write questions you would like answered.

12 Review work done so far in preparation for the exam.

DISCUSSION SECTION: MID-TERM EXAM

Spring Break, March 17 – 22

24 Values in argumentation

Read Ch. 8.

Write and explain the values you use to support your candidate for office

26 Values in religious argumentation

Read Ch. 14

Identify your own instrumental and terminal values. Rank these values in hierarchical order.

DISCUSSION SECTION: Value Bridging exercise; discuss mid-term exam and hand back.

31 Credibility in argument

Read Ch. 9

APRIL

2 Refutation

Read Ch. 10

Refute the argument on the screen

DISCUSSION SECTION: Refutation Exercise

7 Fallacies

Read Ch.11

Identify the fallacies on the screen

- 9 Verbal aggression Read Ch. 11.
Write about a time someone has used verbal aggression in conversation with you.

DISCUSSION SECTION: Fallacy Worksheet, pick topics for in class debates.

- 14 Scientific arguments Read Ch. 13.
Refute the argument on the screen

- 16 Paradigms, spheres, argument in science
State your claim about evolution and give support.

DISCUSSION SECTION: PAPER DUE, In-class debates

- 21 Business argument Read Ch. 10.
Write about values and credibility in the argument on the screen. Add
questions you would like answered. Select a company and visit its website, bring to
class the commonplaces and values you find used and reflected on the website.

- 23 Review for quiz

DISCUSSION SECTION: QUIZ #2

ARGUMENTATION AND LAW

TEXT

Rieke, Richard D., Malcolm O. Sillars, and Tarla Rai Peterson. *Argumentation and Critical Decision Making*, 8th ed. Boston: Pearson/Allyn and Bacon, 2013

COURSE PURPOSE

Disputes are inevitable. How we deal with them is up to us. History shows that people range from avoidance to violence in response to disputes, with many other dispute resolution processes ranged in between. We will be studying those in between.

We will examine negotiation, mediation, hearings/arbitrations, and litigation as representative of the methods most commonly used. We will read about the processes and conduct simulations.

The object of the course is for you to gain a deeper understanding of these ways society allows us to work out our differences with each other short of violence. Perhaps without being particularly conscious of it, you are already a part of the dispute resolution system. You have certainly been negotiating problems for years. Possibly, you have sought to help friends or family solve a difference through mediation. You may have argued a traffic ticket. You have probably signed contracts with health care providers, insurance companies, banks, credit card companies, communications carriers, automobile dealers, retailers of big-ticket items, or real estate agents, all of whom typically include in the contract either a mediation or arbitration clause. You may have been a participant in a trial as a witness, juror, or litigant. In any event, the purpose of this course is to help you be a wise participant in resolving disputes.

STUDENT RESPONSIBILITIES

1. Attend class – arrive on time, participate actively, stay the full period;
2. Write three 10-page papers. Each one discussing your reading on one of the dispute processes and critiquing the class simulation.
3. Read about 350 pages in the text and pre-approved books found in the library on each of three dispute resolution processes. Keep track of titles, authors, and number of pages read, and put that on the paper.

ASSIGNMENT OF GRADES

1. The three papers will each count 25%: 75%
2. Class participation: 25%

CLASS TOPICS AND ASSIGNMENTS (These are the professor's suggestions. How we structure the course is open to discussion and revision.)

CLASS MEETING

- 1 Class introductions; negotiation as a dispute resolution process; Read the text, Chapter 1; select a book on negotiation/mediation from the pre-approved list.
- 2 Domain of argumentation – the engine of dispute resolution.
3. Critical bases of argumentation; prepare to form teams. Read text Chapter 2.
4. Critical approaches to argumentation; Read text Chapter 3. Assign cases for negotiation. Cases will be selected from those found in current events – each student should search the Internet and local newspapers for instances of real conflict that we can use for our simulations. Form teams.
- 5 Practice negotiations – we will fishbowl assigned cases – that means selected teams will engage in negotiation while the rest of the class observes and takes notes. Then, the observers will discuss what worked well and how negotiators could have done better. Outside of class, all teams will meet for at least an hour to continue negotiating.
- 6 Analysis of argumentation in negotiation. Read text Chapter 5.
- 7 Argumentation and negotiation in legal spheres. Read text Chapter 12.
- 8 Alternative Dispute Resolution in legal spheres. Select a pre-approved book on mediation and arbitration and the ADR movement.
- 9 Compare and contrast trials with alternatives to trials. Assign cases to teams for mediation or arbitration.
10. Paper # 1 on the negotiation process is due today. It should report what you learned from reading your book (specify title, author, and number of pages read), and apply that learning to a critical analysis of our negotiations both in and out of class. We will take time to discuss your papers.
11. Case preparation in various spheres. Read text Chapter 6.

12. Selection of cases for mediation and arbitration. Each team will choose a case from real conflicts located in the newspapers or on the Internet. They will first divide up to take different perspectives on the conflict, and then they will begin analysis and research in preparation for arguing the cases. At least two teams must select the same conflict, so they can serve each other as mediators/arbitrators.
13. The tools of argumentation – the nature of arguments. Read text Chapter 4.
14. The process of mediation.
15. How mediation reflects a post-modern and feminist approach to dispute resolution. Re-read text Chapter 3.
16. The tools of mediators – how to be a facilitator. Teams should meet out of class for at least two hours to mediate cases.
17. The tools of argumentation – evidence. Read text Chapter 7.
18. The role of evidence in mediation in contrast to other argumentation situations. Paper # 2 is due today. The format is the same as # 1.
19. The tools of argumentation – values. Read text chapter 8.
20. The role of values in mediation in contrast to other argumentation situations.
21. The tools of argumentation – credibility. Read text chapter 9.
22. The role of credibility in mediation in contrast to other argumentation situations.
23. Resolving conflicts in various spheres – science. Read text Chapter 13.
24. We will fishbowl a mediation of a conflict within a science sphere.
25. Resolving conflicts in various spheres – religion. Read text Chapter 14
26. We will fishbowl a mediation of a conflict within a religion sphere.
27. Resolving conflicts in various spheres – business. Read text Chapter 15.
28. We will fishbowl a mediation of a conflict within a business sphere.
29. Resolving conflicts in various spheres – government and politics. Read text Chapter 16.
30. We will fishbowl a mediation of a conflict within a government or political sphere
31. The adversary system and formal argumentation. Find a book on Litigation, legal advocacy, or the theory of legal argument.
32. Issues and evidence in preparing an argument. Re-read text Chapters 6, 7, 8, 9. Assign teams for an administrative hearing.
33. How to conduct an arbitration/administrative hearing. Select cases for either an arbitration or

hearing.

34. We will fishbowl a preliminary hearing – be prepared to identify the proposition, issues, and possible evidence that will be presented during the hearing.
35. Completion and critique of our hearing. Come prepared to talk about what we did well and where we can improve.
36. Narrative reasoning and the opening statement. Assign teams to cases for narrative analysis and opening statements. Re-read text Chapters 3, 6 with emphasis on narrativity in argumentation.
37. Select cases for trial. Understand the meaning of evidence and testimony in arbitrations, hearings, and litigation.
38. Preparation for trials; election of judges, preliminary conferences and motion practice. Read text Chapters 10, 11.
39. Examination of witnesses. Teams must be meeting regularly out of class in preparation of their cases.
40. Final preparations for Trial. Exchange of witness lists, motions, final resolution of issues.
41. Trial begins.
42. Trial ends.
43. Critique of trial and discussion of closing arguments. Team assignments for the next three class sessions.
44. Review of argumentation in conflict resolution. Paper # 3 is due today.

ARGUMENTATION SERVICE LEARNING SECTION

Text: Rieke Richard D., Malcolm O. Sillars, & Tarla Rai Peterson. *Argumentation and Critical Decision Making*, 7th Edition. Boston: Pearson/Allyn & Bacon, 2009.

You also are responsible for reading class handouts that will be distributed by the professor, and internet-based material that will be assigned.

COURSE OBJECTIVES

The purpose of this course is to provide students with a basic understanding of foundational theories and practices of argumentation, particularly as they apply within a democratic context. The course is designed to help students

- become more effective producers and more critical consumers of argumentation;
- learn some of the key assumptions of argumentation processes;

- apply these assumptions within the local community.

The Practice of Argumentation—Argumentation is an important part of democracy. Classroom discussions will focus on both the theoretical linkages between argument and democracy, and applications of those linkages. We will discuss a variety of theories and methods of argumentation, and you should become familiar with these approaches even if you don't agree with some of their epistemological or ontological underpinnings.

Because learning involves more than the dissemination of facts, we will participate in regular classroom discussions, as well as a major community service experience. These activities offer an opportunity to apply many of the concepts we learn about in an argumentation class. Because controversy will be fundamental to this class, civility is essential. This includes the expectation that when students disagree with each other in class, they demonstrate respect for each other. We will cover a lot of controversial topics, but I feel confident we can maintain an atmosphere that allows freedom of expression, while at the same time avoiding personal insults and confrontations. Please treat your fellow students as you would like to be treated.

Your major assignment is to prepare and present an argument for a local community partner, or client. Please remember that your job is to serve the client's needs. You will need to work closely with your professor, as well as your individual client, throughout the semester. In addition to providing needed service to the community, this assignment will provide you with an opportunity to critically examine many of the theoretical assumptions regarding the relationship between argumentation and democracy.

STUDENT RESPONSIBILITIES

Basic Expectations—This is a 3 credit course. In order to earn a passing grade (C), you should expect to spend AT LEAST 9 hours per week on this class, including classroom attendance. Each week, you will need to spend at least 3 hours working with and for your client. You will need to spend at least 3 hours studying your textbook and notes taken during lectures, and preparing assignments. Class attendance will take up the remaining 3 hours. You should expect to meet with your clients at times and sites that are most convenient for them (this will not be on campus). Your professor will work with you to arrange kickoff meetings with your community partners. These meetings must occur before the conclusion of the third week of the semester. Your professor will help you maintain clear communication with your community partner throughout the semester. Meetings with your community partner do NOT replace regular classroom attendance.

Attendance—You are responsible for everything in your assigned readings and everything we discuss in class. Some lectures and discussions will support and clarify material that is in your text. Other lectures and discussions will cover material that is not in your text. If you miss class, it is your responsibility to get any notes from a classmate. Feel free to ask questions about the material that is being covered. If you are unable to sit for an exam, you must inform your instructor prior to the exam date. Any make-ups are at the sole discretion of the instructor. In order to receive full credit for a discussion submission you must turn in the submission on time, and attend the discussion session/s during which that submission is featured.

Evaluation—All written assignments are due prior to the beginning of the class period, or they will be considered late. The student will lose 10 percent on an assignment for each calendar day the assignment is late. This includes weekends. Your final grade will be determined by your performance on your final service project report, situation assessment, classroom assignments, and 3 examinations.

All written assignments will be turned in electronically.

You will email assignments to your professor as a Word or RTF attachment.

You have 2 choices for turning in the final report of your service project. You may email it as a Word, RTF, or PowerPoint attachment. Because the graphics in some of your presentations may make them too large for your email systems, you may choose to turn in your project on a CD.

If the university email system is unavailable for the entire day prior to your due date, you will be allowed one additional day before your assignment is considered late. Problems with electricity, etc. in your own apartment are not acceptable excuses for late assignments.

GRADING SUMMARY

Exams—(15% each) 45%

Discussion Assignments—(5% each) 25%;

Service Project Report—30%;

Total—100%

Examinations—Each exam is 15% of your grade. There are 3 exams, making a total of 45% of your grade. The 3rd exam is cumulative, and will be taken during the regularly scheduled block during finals week. All examinations will be multiple choice. If you are unable to sit for an exam, you must inform your instructor prior to the exam date. Any make-ups are at the sole discretion of the instructor.

Discussion Assignments—You will have 5 opportunities to submit these assignments. These submissions will complement your text and lectures. They are designed to encourage critical examination of the relationships among argumentation theory, your service learning experience, issues, and clients with whom you are working. Together, these submissions are 25% of your grade. You will email these submissions to your professor and your teaching assistant. Each person will submit items as scheduled. All discussion submissions are due prior to the beginning of the class period. Any submissions received after the beginning of the class period will be considered late. It will not benefit your grade to skip class in order to finish a tardy assignment. All late assignments will be accepted. However, you will lose 10 percent on an assignment for each calendar day the assignment is late. This includes weekends.

Full credit for discussion assignments requires attendance. If you are not in class, you cannot participate in the discussion activity. When you turn in an assignment, and you attend class on the same day your assignment is due, you may receive full credit for the assignment. If you do not attend class on the day your assignment is due, your assignment is subject to a 50% deduction. That means you only receive half credit for your assignment. See the proposed schedule for discussion submission due dates.

Discussion Assignment 1 (Response to Questions-1) — You will email this to the professor and teaching assistant. You will choose to answer either a nested series of questions or Answer 4 questions from the Individual Questions list (one each - self focus, client focus, issue focus, course focus). Email a written reflection of 2-3 pages (typed, double-spaced) before class. Bring a paper copy of your reflection statement to class to provide you with notes for discussion

Discussion Assignment 2 (Situation Assessment) — You will email this to the professor and teaching assistant. You should carefully research the situation you intend to improve via your service project. You may use essay or outline format. You should devote 400-500 words to your assessment. Potential aspects of the situation you should consider include the socio-political context of your community partner, populations it serves, methods it has used, conflicts within the organization (as well as between your community partner

and other organizations/groups), past successes and failures, strengths and weaknesses, etc. Don't jump ahead to resolution. Use this assignment to provide a strong foundation from which to launch your service.

Classroom Assignment 3 (Wall Exercise) — Compile 4-6 readings around a theme that is relevant to your service project (issues such as environment, hunger, justice, service, social responsibility/civic engagement, social change, democracy, etc.). Possible sources for readings include short newspaper clippings, journal article abstracts, internet sites, homepage printouts. For each reading, write a brief paragraph that identifies and evaluates (1) the evidence used in the reading; (2) the credibility of the source from which you pulled the reading. Email your paragraphs before class. Bring paper copies of your analysis and of your readings to class for discussion.

Classroom Assignment 4 (Off the Fence) — You will email this to the professor and teaching assistant. Construct a list of 10 questions designed to expose underlying value judgments on an issue closely related to your service project. Questions must be phrased so people can answer them either affirmatively or negatively (without qualification). For each question, provide your own unqualified answer. Then, write a short paragraph justifying each answer. Include an examination of the underlying assumptions you used. Email your questions, answers, and justifications before class. Bring a paper copy of your list of questions to class for discussion.

Classroom Assignment 5 (Response to Questions-2) — You will respond to the same set of questions you responded to for assignment 1. You will email this to the professor and teaching assistant. Again, turn in a written reflection of 2-3 pages (typed, double-spaced). Bring a paper copy of your original reflection statement (assignment 1), as well as this reflection statement (assignment 5) to class to provide you with notes for discussion. Be prepared to discuss how and why your responses have changed.

Service Project Report — The final report of this project is 30% of your grade. This assignment requires you to conduct primary research on a topic requested by your community partner. On the first day of class, the professor and teaching assistant will provide you with a list of potential community partners, along with a brief description of the service they need. On the second day of class, a few of these potential partners have agreed to attend class, and present their project to you. In each case, your goal will be to work with your partner to develop the materials and strategies needed to support arguments for, or against, a particular issue. Although the bulk of your time should be committed to the intellectual activities needed to develop and critique arguments (interviews, surveys, library research, creating advertising/education materials, grant writing, etc.), we strongly recommend that you spend a small portion of your service time participating directly in the work of the organization. This will help you to better understand what they are trying to accomplish and the constraints that they must work within.

Your professor will provide you with examples of acceptable service projects on both the first and second day of class. This assignment provides you an opportunity to demonstrate

1. your understanding of the organizational patterns that are used in particular argumentative situations, and
2. your ability to apply that understanding within a real political situation.

Once you have made the commitment to working with a client, you will need to work closely with that person, or a designated representative from the person's community. This assignment will have at least 3 due dates:

1. You will attend a kickoff meeting with your professor (or teaching assistant) and your client before the end of the 3rd week of the semester.
2. You will present a completed draft to your client, requesting feedback and suggestions for revisions (3 weeks prior to end of the semester).

3. You will make requested alterations, then turn in BOTH the original presentation and the revised presentation to the professor. You also will provide your client with a copy of the revised presentation (last week of the semester).

Your professor or teaching assistant will attend a kickoff meeting between you and your client, as well as your presentation near the end of the semester. That means you will need to coordinate multiple schedules for this meeting. At the end of the semester, your client will provide an evaluation of your project, which your professor will consider when assigning a grade.

***Community partners and projects are available on a first-come, first-served basis.

PROPOSED SCHEDULE

Week Subject, Reading, Activities

- 1 Introduction—argumentation, service learning, potential partners & projects.
The Domain of Argumentation; Rieke, et al, Ch. 1
- 2 Discussion Assignment 1 due.
Critical Bases of & Approaches to Argumentation; Rieke, et al, Ch. 2 & 3 Kickoff Meetings held.
- 3 Kickoff Meetings must have taken place by end of this week. Signed statements of understanding due this week.
Analysis in Argumentation; Rieke, et al, Ch. 5
- 4 Discussion Assignment 2 due Case building, Nature of Argument; Rieke, et al, Ch.4, 6
- 5 Exam 1.
- 6 Support-evidence; Rieke, et al, Ch. 7
- 7 Discussion Assignment 3 due. Support-values & credibility; Rieke, et al, Ch. 8, 9
- 8 Refutation; Rieke, et al, Ch. 10
- 9 Refutation by Fallacy Claim; Rieke, et al, Ch. 11
- 10 Exam 2
- 11 Discussion Assignment 4 due. Legal & Scientific Applications; Rieke, et al, Ch. 12, 13
- 12 ***Present Service Project Reports to clients by the end of this week;
Religious & Business Applications; Rieke, et al, Ch.14, 15
- 13 Government & Politics; Rieke, et al, Ch.16
- 14 In-class Service Project Presentations
- 15 In-class Service Project Presentations Discussion Assignment 5 due.
Final (revised) Service Project Report due Exam 3

HANDOUT

STATEMENT OF UNDERSTANDING COMM 1270

VOLUNTEER SERVICE-LEARNING AGREEMENT AND COMMITMENT

Students agree to the following standards, guidelines, and procedures:

1. Maintain professional behavior and demeanor at all times.
2. Maintain confidentiality of clients at all times.
3. Maintain a minimum of three (3) hours per week working on the project.
4. Maintain regular (usually weekly) contact with the community partner to receive assignments and provide/receive feedback.

5. Arrange alternatives with community partner and professor in case of schedule conflicts that may occur.
6. Immediately notify community partner and professor of any concern, problem, or incident that transpires during the service-learning activity.
7. Identify a project that results in a deliverable product that corresponds to approximately of 45 hours over the session.

Failure to adhere to any of these guidelines and procedures will result in immediate termination from the project and a failing grade for the course.

The community partner agrees to provide opportunities for university students to engage in the formulation and completion of service projects that increase the effectiveness of the organization in carrying out their mission. The community partner also agrees to participate in a telephone interview at the end of the semester that will help us to:

- 1) evaluate your satisfaction with the project product(s) and service placement process, and 2) assess the performance of students.

Student Signature _____ Date _____

Community Partner
Signature _____ Date _____

University Professor
Signature _____ Date _____

HANDOUT (2 pages)

Response to Questions
Classroom Assignment 1 and 5

Write 2-3 pages (typed, double-spaced) of written reflection.

Choose: Answer either a nested series of questions or Answer 4 questions from the Individual Questions list (one each - self focus, client focus, issue focus, course focus).

Individual Questions (select one from each section)

Issue-focused Questions

Why is there a need for your service?

What do you perceive as the underlying issue, and why does it exist?

What social, economic, political, and educational systems are maintaining and perpetuating it?

Do you see any connections to public policy at the local, state, or national level?

What can you do with the knowledge you gained from the experience to promote change?

How is what you study preparing you to address this issue?

How has your orientation to or opinion about this issue changed through the course material and service learning experience?

What are three ways to stay involved with this issue in the future?

Client-focused Questions

What similarities and differences do you perceive between you and the population served by your community organization? How might the differences influence your project?
 How do you think the people you serve perceive you, the university, and the community organization with whom you are working?
 What do you think a typical day is like for the people you serve? What pressures do they confront?
 How does the issue you are working on impact their lives socially, educationally, politically, recreationally, etc.?
 What stereotypes are you confronting about the people you serve? How might you re-conceptualize these stereotypes? What new information would lead you to do this?

Self-focused Questions

How do your lifestyle choices affect this issue? Is there anything you are doing, or not doing, that perpetuates problems for the population you are serving?
 What might you do differently in response to your service experiences in this course?
 What do you hope to learn from the client organization or the people served?
 What personal qualities (e.g. leadership, communication skills, compassion, etc.) have you developed through service in the past? How might these be useful in this project, and in the future (for yourself and others)? What personal qualities do you expect to hone in this course?
 How would you motivate others to become involved in service experiences; what would you say to them?

Course-focused Questions

How does the service experience relate to the concept of argumentation, as presented in your text and in lectures?
 Does the experience contradict or reinforce class material?
 Are there ways the course material could help you overcome obstacles or dilemmas in the service experience?

Nested Questions (select one nest)

—

Would you like citizens-at-large to be involved in the issues addressed by your community partner?
 How can citizens affect these issues?
 Why should they? Why don't they?
 Are you an "involved citizen" in issues like these in your own community?
 Do you want to be? Why?
 How could the study of argumentation prepare you to address these issues?
 What skills do communication professionals have that could affect these issues?
 How does the field of communication affect this issue?
 Is there anything these professionals do that perpetuates (or alleviates) the situation?
 What is the responsibility of a person in this field to address these issues?
 One of the goals of most colleges and universities is to promote active citizenship. The University of Utah mission statement reads: "... intellectual integrity and social responsibility are fostered."
 What does social responsibility mean to you?
 How can the University foster it?
 How can this class foster it? Faculty?
 What is the role of students in fostering social responsibility in their campus community?

—

Here are four views of the goals of higher education:

1. Transmitting cultural knowledge (socializing to be an American, etc.)
2. Developing intellectual skills (critical thinking, oral communication, writing)
3. Preparing career skills
4. Reshape values of society (promoting social responsibility, democratic citizenship, etc.)

From Sprague, J Teaching Communication: Theory, Research and Methods

Lawrence Erlbaum Assoc. Inc. Publishers: New Jersey. 1990, p.19-38

How does this relate to your idea of higher education?

What do you see as the role of higher education in fostering social responsibility?

What are the characteristics of a graduate who leads a socially responsible life?

How does that compare to your image of yourself?

What one thing could you do to be more socially responsible?

—

Gandhi said “Be the change you wish to see in the world,” suggesting perhaps that personal transformation is the key to positive social change.

Is personal transformation enough?

How do we know if what we do is enough?

How important is it to promote the transformation of others’ behavior and values?

What is the balance of transforming ourselves and transforming others?

How can we respect and honor others’ values if those values are in direct conflict with our own?

THEORIES OF ARGUMENTATION 3

Texts: Rieke, Richard D., Malcolm O. Sillars & Tarla Rai Peterson. Argumentation and Critical Decision Making, 8th Edition. Boston: Pearson, 2013.

Inch, Edward S. & Barbara Warnick. Critical Thinking and Communication The Use of Reason in Argument, 4th Edition. Boston: Allyn & Bacon, 2002.

You are also responsible for reading any class handouts that will be distribute by the professor. You need to obtain 100 4x6 or 5x8 note cards.

COURSE PURPOSE

The concepts of argumentation and reasoning are as old as civilization: Homer recounts arguments among the Greeks outside Troy and Isaiah tells us the Lord asked the people to reason together. Yet, today the concept of argumentation is the subject of much difference of scholarly opinion. Many would continue the Platonic and medieval position claiming that argumentation has no relation to communication; others are searching for some accommodation between the two; still others investigate argumentation from the perspective of human communication. The result is a variety of theories of argument each claiming adherence. The purpose of this course is to examine these points of view in depth and to generate by the end of the semester an understanding of each. You are expected to understand all the theories and to argue freely for the point of view you hold.

Ultimately, the course will introduce you to contemporary theories of argument, and how claims, evidence, and warrants are used in a variety of fields and domains. You will study in depth the various forms of support such as statistics, anecdotal, and critical types of evidence are used throughout academic disciplines and various professions.

³ We are grateful to our colleague Marouf Hasian, Jr. for permission to print this syllabus which contains material heavily drawn from his work.

ATTENDANCE

You should plan to attend class regularly, although we will not call the roll regularly. You are responsible for everything that is either discussed in class or that is in your assigned readings. Many lectures that are presented cover material that is not in your texts, and you will find that much of the assigned reading material is difficult to understand if you have not been in class. If you miss class for any reason, it is your responsibility to get any notes from a classmate. When in class ALWAYS feel free to ask any questions about the material that is being covered.

STUDENT RESPONSIBILITIES

All written assignments are due at the beginning of the class period, or they will be considered late. As a general rule, the student will lose 10 points on that assignment for each calendar day that the paper is late. This includes Saturdays and Sundays. This applies to all of the papers or assignments that will be graded in this class.

Always turn in TWO COPIES of each graded essay assignment to the instructor.

Academic Honesty and Plagiarism: Plagiarism or academic dishonesty will not be tolerated. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

All your work should be original, meaning that any work that you do for this course is expected to be your own. Do not turn in work for this class that you have turned in for other classes. You do not have permission to use any graded assignments in this class for assignments in any other class.

Any quotations or paraphrasing of other sources must be cited either within the text or in endnotes or footnotes. Give credit where credit is due. Understanding the role of argumentation in today's society means being able to qualify your sources and defend your own positions. Plagiarism can lead to an E on the assignment, an E in the course, and/or other disciplinary action. If you are unsure as to what constitutes plagiarism or how to acknowledge source materials properly, consult immediately with the instructor.

GRADING

The first research paper (13-15 pages) 25%
Midterm Exam 25%
The second research paper (16-20 pages) 25%
Final Exam 25%

GOALS OF THE FIRST RESEARCH PAPER (13-15 pages, 25% of class grade)

The goal of this research paper is to provide students with the opportunity of illustrating their basic understanding of some of the theoretical or methodological issues that are involved in argumentation theory. For example, you may want to write on topics like Perelman's Universal Audience, Rieke's views on law and informal logic, or Toulmin's views on paradigm shifts. If you don't enjoy writing long theory papers, you can develop papers around case studies that are informed by argumentative theories. For example, you could research and write papers on topics like gun control, animal rights, pollution in the Western states, corruption in government or business, or agricultural subsidies and the developing nations. If you choose to do a case analysis with this first paper, focus on analyzing one side's argumentative tactics and strategies.

You are to choose the topic and use theoretical material that has been covered in class or in the texts up until the time that the paper is due.

GOALS OF THE SECOND RESEARCH PAPER (16-20 pages, 25% of class grade)

The second research paper should examine the quantitative and qualitative arguments that are used in particular sphere. For example, you may want to look at argumentation in scientific disputation, or the rules and regulations for torts claims that show up in courtrooms. The goal of this paper involves providing you with the opportunity of showing a sophisticated understanding of how particular theories are used to help with decision making in a chosen sphere or area of study. If you are interested in capital punishment as a topic, the sphere of study would involve criminal justice.

EXAMINATIONS

Each of your two examinations will test your ability to analyze and synthesize the material that is covered in class lectures, texts, or reading materials. Each of the examinations will have three sections – a multiple choice section (25 questions), a short essay section, and a long essay section. Students can choose to answer any one or two sections of the examination. Once you choose to a section, you have to answer all of the questions in that section. For example, you could choose to answer only the multiple choice; or you might want to take the multiple choice questions and the short essay section.

SEQUENCE OF TOPICS AND ASSIGNMENTS CLASS MEETING

- 1 What are theories and what are argumentation theories? Read Inch & Warnick Chapter 9 for the next class meeting.
- 2 The case approach to argumentation theorizing. Read Rieke, Sillars, & Peterson, Chapter 1; Inch & Warnick Chapter 1 for the next class meeting.
- 3 The domain of argumentation. Read Rieke, Sillars & Peterson, Chapter 2 for the next class meeting.
4. Critical bases of argumentation. Read Inch & Warnick Chapter 3 for the next class meeting.
5. Argumentation occasions.
- 6 More on argumentation occasions. Read Rieke, Sillars & Peterson Chapter 3 for the next class meeting.
7. Critical approaches to argumentation – post modernist and feminist theories of argumentation. Read Inch & Warnick, Chapter 2 for the next Class meeting.
8. Contexts for argumentation. Read Rieke, Sillars & Peterson, Chapter 5, and Warnick & Inch Chapter 4 for the next class meeting.
9. More on contexts for argumentation. Read Inch & Warnick Chapter 5 for the next class meeting.
10. Language and argument.
11. Review for the midterm examination
12. Midterm examination # 1. Read Rieke, Sillars & Peterson Chapter 7; and Warnick & Inch Chapter 7 for the next class meeting.
13. Evidence, the foundations for argumentation. Read Rieke, Sillars & Peterson Chapter 12 for the next class meeting.
14. Case study on argumentation in law – we select a legal issue recently before the courts for examination and discussion. Read Warnick & Inch Chapter 8 for the next class meeting.
15. Reasoning and making inferences. Read Rieke, Sillars & Peterson Chapter 4 for the next class meeting

16. More on reasoning and making inferences. Read Rieke, Sillars & Peterson Chapter 8 for the next class meeting
17. Arguing about values. Read Warnick & Inch Chapter 10 for the next class meeting.
18. More on arguing about values. Read Rieke, Sillars & Peterson Chapter 14 for the next class meeting.
19. Case study on arguing about values – religious argumentation. Read Warnick Chapter 11 for the next class meeting.
20. Arguing about policies. Read Rieke, Sillars & Peterson Chapter 16 for the next class meeting.
21. Case study of arguing about policies – politics and government.
22. Review for Midterm # 2.
23. Midterm # 2. Read Warnick & Inch Chapter 12 for the next class meeting.
24. Argumentation analysis and criticism. Read Rieke, Sillars & Peterson Chapter 6 for the next class meeting.
25. The Toulmin model and forms of argument. First research paper is due. This will be 25% of your grade.
26. Discussion of Toulmin's contributions to the theory of argument. Read Rieke, Sillars & Peterson Chapter 13 for the next class meeting.
27. Case study – argumentation in science. We will select a current issue involving issues in science such as the "Intelligent Design" theories that challenge evolution theories.
28. Ethical theory and the study and practice of argumentation. Read Rieke, Sillars & Peterson Chapter 15 for the next class meeting.
29. Case study on ethics and argumentation – business argumentation. We will examine some of the ethical and legal allegations emerging from business activities. Read Rieke, Sillars & Peterson, Chapter 11 for the next class meeting.
30. Informal logic and the theory of fallacies.
31. More on informal logic and the theory of fallacies.
32. Case study – argumentation in health fields: scarce world resources.
33. Case study – genetic research, gene therapy, and the cost of human advancement.
34. Argumentation in international and diplomatic circles: Case study on the war on terrorism.
35. More on the war on terrorism – why the war metaphor rather than crime?
36. The role of argumentation in the academy – the pedagogical basis for programs in forensics.
37. More on academic argumentation. Second research paper is due today.
38. Class discussion of the research papers – each student will have a limited time to present the ideas developed in the paper.
39. Student presentations
40. Student presentations.
41. Student presentations.
42. Contemporary thoughts on argumentation theory – the Proceedings of the Alta Conferences.
43. More on the Alta Conferences.
44. Review of the course.
- 4.5 Review for the final exam.

PART II TEACHING INDIVIDUAL CHAPTERS

CHAPTER 1: DEFINING ARGUMENTATION

This chapter introduces students to the key concepts in argumentation. It is important that students get a clear idea of what it means to seek the adherence of relevant decision makers. It is also important that they see the types of support for claims and the greater usefulness of supported claims over assertion.

They should also understand that when they argue they are making claims about uncertainty. The idea that certainty is possible, that there are true and false arguments that can be determined by simple tests is common with many of them. It is very important to make uncertainty clear without implying that anything goes. Decision makers have standards that are defined by their sphere and long established customs. But, these standards are not absolute.

In the first and second editions we included a historical treatment of this idea. We contrasted Aristotle and Plato. If you use historical material to make this point, you will probably want to assign outside reading. Post-modernist and feminist thought calls for placing more emphasis on dialectic and less on rhetoric. Regardless of your point of view, it is important to help students understand the difference between dialectic and rhetoric at this early stage.

The detailed analysis of an argument (shown by a variation of the Toulmin model) is introduced in chapter 4. In previous editions, the nature of arguments and the Toulmin layout of arguments were not introduced until the 6th chapter. Because many of our critics called for this to come earlier in the term, we have moved it to chapter 4. In this way, students will have been introduced to the major concepts of argumentation and they will have an overall sense of the process and the various ways people approach argument, and then they should be able to grasp the value of the Toulmin layout as a way to open arguments up to critical scrutiny. It is important to help students understand that the layout is only useful in making a critical appraisal of an argument, and that when they get into the process of forming and communicating arguments, they will use quite different organizational structures as are detailed in chapter 6.

In discussing spheres, it is useful to select a major issue such as gay/lesbian marriage, and look at arguments emerging in different spheres. For example, history, culture, religion, law, biology, and politics all produce arguments on this subject. Students should be able to see how each produces a different set of criteria with which to evaluate arguments. The concept of “ultimate purpose” is a difficult one for students to grasp, and in a discussion such as this, one can discuss the differing ultimate purposes of each of those spheres.

The exercises/projects included at the end of chapter 1 in the text ask students to read editorials in newspapers and then answer these questions:

What adherence is sought from the reader?
Who are the appropriate decision makers? Why?
What claims does the editorial make?
What support is provided for the claims
What criticism can you make of the arguments?

And then students are given the project of selecting a familiar topic on which they need to make a decision, and to prepare an argument and label the parts in response to these questions:

In what kind of sphere is the decision to be made?
What is the ultimate purpose of the decision?

What proposition expresses their desired decision?
What issue(s) needs to be addressed?
What claim directly responds (seeks to answer) the issue?
How can the claim be supported argumentatively?

With easy access to the Internet, we find it useful to suggest that students look for editorials in newspapers from other parts of the country than where they live. Particularly, it is useful for them to locate points of view that differ from their own. Evaluating arguments from diverse perspectives is challenging and a useful way to become sensitive to various ways of arguing.

MULTIPLE CHOICE QUESTIONS

1. The intersection of a claim and its support is called
 - a. a syllogism.
 - b. a topic.
 - * c. an argument.
 - d. adherence.
2. Evidence, values, and credibility combine to
 - * a. support a claim.
 - b. confuse the issue.
 - c. demonstrate truth.
 - d. reduce adherence.
3. Stephen Toulmin says the test of an argument is
 - * a. its ability to stand up to criticism.
 - b. its truth value.
 - c. whether people believe it.
 - d. its validity.
4. A critical decision is one that
 - a. rests on true arguments.
 - b. can be criticized.
 - * c. survives the test of a relevant set of criteria.
 - d. proves to be the most effective in action.
5. When sports fans at non-BCS schools argue that their team should compete in the BCS championship game, they often fail to consider
 - a. the true qualities of their team.
 - b. what a championship game really means.
 - * c. who the appropriate decision makers are.
 - d. what makes for a good argument.
6. When you test ideas by having a conversation with yourself, the process is called
 - a. an internal dialogue.
 - b. an internalized conversation.
 - c. an imagined interaction.
 - * d. all of the above.
7. What kind of claim is this: "Medical marijuana use ought to be legalized."
 - a. fact.

- * b. policy.
- c. comparative value
- d. value-object.

8. The first level of critical thinking to test possible arguments is

- * a. imagined interactions.
- b. formal logic.
- c. gathering facts.
- d. informal logic.

9. Decision making within a context of uncertainty

- a. is rarely accomplished.
- * b. falls within the domain of argumentation.
- c. requires the application of scientific methods.
- d. typically yields mediocre decisions.

10. “The clash of two opposing claims stated as a question,” is the definition of

- a. a comparative-value proposition.
- * b. an issue
- c. informal logic.
- d. Interrogation.

11. Decision making groups with recognizable goals and norms and sets of rules and resources and patterns of interaction under ongoing tension are called, in the text,

- a. fields.
- * b. spheres.
- c. argument systems.
- d. interactional, communities.

ESSAY QUESTIONS

1. Discuss the relationship between claims, issues, and propositions.
2. Define and explain critical decision making through argumentation.
3. Discuss the inner dialogue and its role in argumentation. How does it relate to dialectic?
4. Explain the difference between dialectic and rhetoric, and discuss how each contributes to critical decisions.
5. Explain what the text means by “critical decisions,” and how they contrast with uncritical decisions.

EXERCISES/PROJECTS

1. The editorial project at the end of the chapter in the book can be expanded by asking students to respond to these questions:

- a. Does the writer have credibility for you?
- b. Is the claim in conflict with your values?
- c. Would the argument be more likely to get your adherence with better support?

This kind of discussion approach needs to be carefully directed to the key terms, but if you can do that the students will begin to see the concepts functioning in their own lives.

2. Still working with the editorials, it is helpful for students to exchange papers with each other and write critical responses. They will see that different people apply different perspectives to the same issue. They will respond differently to evidence, values, and credibility. If they then discuss in class their different perspectives, they can grow in their grasp of the process of argumentation.

3. Select a topic of contemporary concern and divide the class into teams. Ask them to engage in dialectic on the topic seeking an understanding of the issues that seem to be involved and the propositions that might be advanced. Be sure they practice the open-ended, question-answer inquiry characteristic of dialectic rather than moving directly to rhetoric. They should consider the question of presumption – what will society do in the absence of any argumentation to the contrary?

4. Ask the students to write a one-page paper discussing the difference between dialectic and rhetoric. Use the papers as the basis for an in-class discussion.

CHAPTER 2: APPRAISING ARGUMENTATION

Once students have learned the key terms they are ready to look more carefully at the personal and social ways that arguments are critically appraised. Chapter 2 investigates these. The chapter takes a good deal of time talking about how people make unreasonable decisions. This is difficult material to teach, because most of us are able to see how unreasonable others are, but not ourselves. Encourage students to share some of their worldviews with the assurance that they will not be laughed at, so that they can begin to see how different people hold different worldviews. Then, suggest they do an Internet search on some of the worldviews that come up in class, and report back on the variations that came up in the search. This can help students see that worldviews do not necessarily rest on clearly stated criteria.

We have found that a hypothetical example like the one of the job seeker (at the beginning of chapter 2) is a good opening basis of discussion. From it, students can generate other examples of their own involvement in argumentation and decision making. The exercises/projects at the end of the chapter focus on the job interview process because most students will have been involved in such decisions. When they write their description of a job interview they have experienced, they can use the text example as a model for criticism. When they do the project that directs them to do an Internet search for the career choice they are currently considering, they can draw on the chapter's discussion of unreasonable decision making to explain what that turns up. It will be a good opportunity to confront their own unreasonable decisions and talk about them openly in class without fear of ridicule. Although this project is identified as a written assignment, it could be a basis of class discussion. If so, we suggest a short (a page or less) written assignment to be sure each student has thought about the problem before class.

Additional student activities can be generated by taking the contemporary issue used in class (e.g. gay/lesbian marriage) and asking students to consider it from the perspective of classes they have had in other disciplines such as history, political science, biology, religion or literature. This may help them understand the concept of spheres and sets of criteria.

MULTIPLE CHOICE QUESTIONS

1. A critical decision implies
 - a. the discovery of the correct solution.
 - b. having good arguments in support.
 - c. winning the support of the relevant audience.
 - * d. selecting and applying a relevant set of criteria.
2. What you perceive as commonsense on any occasion is determined by your
 - * a. worldviews.
 - b. innate capacity.
 - c. rational nature.
 - d. authority figures.
3. For many years, cognitive scientists have been aware of a broad human tendency to reinterpret experience in conformity with
 - a. parental values.
 - b. political parties.
 - c. religious values.
 - * d. basic beliefs.
4. A "group of interrelated convictions of truth or statements of perceived reality" is a definition of
 - a. perception.