

Argumentation & Debate

COM 2311

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| Course: | COM 2311 | Section: | 010 |
| Day & Time: | TR 9:30am – 10:45am | Location: | Academic Building, #139 |
| Instructor: | Dr. Adria Battaglia (Dr. B.) | | |
| E-mail: | adria.battaglia@angelo.edu | | |
| Office: | LIB B316 | Office Hours: | TBA; by appointment |
| Office Ph: | 325.942.2031, Ext. 352 | | |

REQUIRED COURSE MATERIALS

- Rieke, Richard, Malcolm Sillars and Tarla Peterson. *Argumentation & Critical Decision Making*. 8th ed. Pearson, 2013.
- Robinson, Paul. *Would You Convict?* NYU Press, 2001.
- Wiehl, Lis. *Winning Every Time: How to Use the Skills of a Lawyer in the Trials of Your Life*. Ballantine Books, 2005.
- A flash/jump drive for PowerPoint presentations and other electronic documents.
- **Blackboard:** I will post my notes and handouts, as well as your grades, for you on Blackboard. You will also have significant group work to accomplish via the tools on Blackboard. Please make sure you have access to Blackboard and are comfortable navigating it.

COURSE DESCRIPTION

Horace, the Roman writer, declared “Concordia discors”—Harmony in discord. St. Augustine implored, “Audi partem alteram”—Hear the other side. Fredrick Douglass proclaimed, “If there is no struggle, there is no progress.” Cicero stated, “Cedant arma togae; concedant laurea linguae”—Let arms yield to the toga; let the laurel yield to the tongue. Life consists of propositions and disagreement is an inevitable aspect of human experience. When conflict cannot be avoided, “civilized” people turn to words before resorting to violence.

Argumentation is often defined as the study of practical reasoning—the process of justifying decisions, in the presence of opposition, made under conditions of uncertainty (usually lack of complete information and conflicting values). The natural places where public argument occurs are in law courts, legislative assemblies, and committees within complex organizations. Although argumentation and persuasion are inextricably linked—one argues in order to persuade—the traditional assumption about argumentation is that it is addressed to knowledgeable audiences and tries to adhere to high standards of evidence of reasoning. Oral advocacy before the Supreme Court is perhaps our paradigm example of argumentation within the American tradition, while a political convention speech or a campaign commercial are good examples of persuasion, in that they addressed to a very large audience with differing levels of knowledge, often oversimplify complex issues, and rely heavily on existing group prejudices and emotional associations. *Debate* is an academic and political tool for helping audiences

understand differences between competing factual, legal, value, and policy positions. It has taken various forms since Protagoras the Sophist invented it in the 5th century BCE, but it remains an essential tool both of Western—especially Anglo-American law—and of democracy.

This course will focus on practical, productive, and ethical uses of reasoning and oral argument. Moreover, the content of this course is situated at the intersection between rhetoric and argumentation, and adopts and teaches primarily a rhetorical perspective to argument and argumentation. Although students will be introduced to many argumentative concepts, tests for evidence, and different types of arguments, our projects will hone our skills in *legal/constitutional argument*. The overall goal is to help students recognize, understand and develop civil responsibility through professional and personal judgments based on the proper methods of ethical argument construction.

In other words, this course promises to make you a skilled *forensic rhetorician*. In particular, you will learn the skills of:

- a. *Storytelling*: How to tell a story that is accurate to the facts, sufficient to meet the requirements of the law, and persuasive to your hearers.
- b. *Arguing*: How to establish your position on contested issues, in order to convince your hearers.
- c. *Ethical Reflection (Thinking)*: How to raise for yourself and consider questions like: What is the worth (good or bad) of these skills and what they accomplish? Is this course making you a worse person?

****COMM 2311 is an ASU Designated Community Engaged Class****

This means our class focuses on social responsibility, and will include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in the regional, national and global communities. As part of the CONNECT! Grant, you will be required to participate in community-based research learning excursion. You will have some forms to fill out that you may not have in other courses. You will be required to work in groups and individual on civic responsibility issues pertaining to your learning excursion.

COURSE OBJECTIVES

You will integrate knowledge from the communication discipline by consistently making accurate and relevant connections with civic responsibility and your own civic participation. You will tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. Throughout the course, you will demonstrate social responsibility (namely, civic responsibility) through the production of reflective artifacts (projects and assignments).

MY OBLIGATION TO YOU

As you will see, I strive to create a classroom environment where you fully understand the criteria and guidelines for all course assignments. I hold myself responsible for making every effort so that you know and understand not only what you are to do for each assignment, but also why I require particular criteria. I will also spend time in the classroom reviewing this material to make sure you understand how I will grade you for these assignments. Even when I do these

things, you may still be unsure of what I want or why I want it. You should remember:

1. *Accommodation*. Everyone learns differently. Therefore everything in this class can be changed—if you ask, and give me a good reason. Hint: Tell me how the change will help you learn.
2. *Professionalism*. It's my job to do everything I can to help you learn. But fundamentally, your progress is in your hands. It's up to you to take advantage of the opportunities and freedoms this class will offer. I strongly encourage you to think of yourself as a professional, planning your activities thoughtfully, carrying them out carefully, and taking responsibility for the results, good and ill.

Here is one conclusion you can draw from these two principles: If you have a problem or need, it can usually be accommodated *in advance*, but few excuses will be accepted *after the fact*. Or to put it in the technical terms you'll learn in this course, I encourage you to use deliberative rhetoric, not forensic rhetoric.

ASSIGNMENTS

Note: I am presuming that everyone in this class has had a course or previous experience in public speaking, either COM 2301 or a high school course, or perhaps competitive forensics. I don't want to waste time by teaching basic principles of organization and delivery, but I have a few handouts I can provide you if you need some basic tips. In this class you will always speak from outlined notes (extemporaneously) and never from a manuscript.

Participation/Citizenship

This is a performance course, which means that your regular attendance and active participation are essential. You will be learning as much from each other as from me. If you come to class unprepared (you do not bring with you case materials, notes, etc, and/or you do not participate in group/class discussion), I reserve the right to deduct points from your total participation points allotted, **50 points**.

Group-Based Project¹

During the second week of class, each of you will be assigned to a roughly 6-8 person work group for the semester. Your group will be responsible for (re)arguing a contemporary (2013) Supreme Court case decision, and for engaging in a variety of practice activities to prepare for this oral argument. It's likely that you will learn more from your group mates than from anything else in this course, so I strongly advise you to take your participation in the group very seriously indeed. A formal group contract, required minutes of all group meetings and a midterm group assessment (8th week of group activity) should help you keep on track. Here is a list of the available cases:

- Affirmative Action (Fisher v. University of Texas at Austin)
- Proposition 8 (Hollingsworth v. Perry)

¹ All my gratitude to Dr. Jim Aune and Dr. Jean Goodwin for sharing their pedagogical strategies and ideas.

- Defense of Marriage Act (Windsor v. U.S.)
- Voting Rights (Shelby County v. Holder)
- Voter ID (Arizona v. The Inter Tribal Council of Arizona, Inc.)
- Indian Child Welfare Act (Adoptive Couple v. Baby Girl)

Your group will share research tasks, and plan together the following assignments:

- a. Story-Telling Assignment.** *As a group*, prepare and present Opening Statements in your case (your group will need to divide into appellant and respondent). **50 points.** *As an individual*, prepare a written 2-3 page version of your own best Opening Statement. **25 points.**
- b. Brief.** Each side of your group's case will need to prepare a brief outlining the issue and key arguments. More on format later. A first draft is October 15th; I will provide suggestions for further resources, and then a final draft is due on Tuesday, November 19th. **50 points**
- c. Working Bibliography.** Throughout the course, your group will develop a working bibliography that documents your research on your topic (court cases, SCOTUS blog postings, news reports, op eds, etc). This is to be a group effort for which you will receive a group grade. A first draft is October 15th; I will provide suggestions for further resources, and then a final draft is due on Tuesday, November 19th. **50 points**
- d. Oral Appellate argument.** Your prior research leading up to this portion of the assignment should help you recognize weak and strong arguments within the case. Now, your group's task is to perform the oral argument before the Supreme Court. Counsel for the petitioner will speak for ten minutes, and then five minutes in rebuttal. Counsel for the responding party will speak for fifteen minutes. Both sides may be interrupted at any time by any of the justices. We will have guests to serve as justices for each case. (Two or more advocates for each side, depending on the size of your group; you may split your speaking time between co-counsel, or co-counsel may choose not to speak but to help with questions from the justices; regardless, to create an incentive for working together, I will grade each side as a "group"). Keep in mind that although the arguments have already taken place and been decided on, this is your opportunity to create stronger arguments (example: Roe v. Wade is notorious for its poor argumentation; many would suggest we wouldn't have the abortion debate issues we have today if the SC case had been argued differently). **100 points**

In addition, you have individual assignments:

- 1. Exams.** You will complete two brief short-answer (essay) exams. See the schedule for the dates of each of these exercises. **50 points each**
- 2. Texas Supreme Court Videotaped Reflection.** We have the opportunity to travel to the Texas Court of Criminal Appeals to listen to oral argument and talk with the judges. After we

listen to oral argument, you will be asked to think carefully and respond to 2-3 questions. Your responses will be videotaped by the RAMTV documentarian who is accompanying us to Austin. In your response, I will be looking for you to connect key concepts/themes from class with field observations. **25 points**

3. Final Self-Reflection. Finally, you should expect to put some thought into the ethical “bigger picture,” of which this course gives you just a brief introduction. There are significant reasons to think that many aspects of what we’ll be studying are fundamentally unethical and unsound. Ethical questions will be raised frequently both in the readings and in class; they’ll include:

- Is forensic rhetoric inherently aggressive?
- What would it take to give a fair trial to terrorists? Is that even possible or necessary?
- Do lawyers bamboozle juries/judges with their persuasive stories?
- Should we take a person’s character into account when deciding whether they’re guilty?
- If people view excuses differently, how can we achieve a single, just resolution of disputes?
- Is the legal system biased (racially, gender, etc)?
- Does the legal system work?
- What is the role of rhetoric in your idea of justice?

In a 1-2 page self-reflection (single-spaced), talk to me about what you got out of this class. Be sure to include a description of how our trip to the Texas Court of Criminal Appeals made you more (or less) aware of your social responsibilities (specifically, civic responsibility) and the ways in which you demonstrated these responsibilities in this course/will demonstrate them after this course (perhaps in critical consumption of messages; perhaps in jury duty; etc etc). Also, did our excursion and the rest of this course help you understand the role of communication in civic participation? If so, how? **50 points**

Also, at the end of the course, I'll ask you to say a few words to future students, which I will put in the syllabus exactly as you write them (you will turn these in anonymously and these will not be graded).

GRADING

Grades are determined on a straight percentage scale based on the number of points earned out of a **maximum of 500 points.**

| Assignment | Maximum Points Possible | My Points |
|---|-------------------------|-----------|
| Story-telling assignment (group presentation) | 50 | |
| Story-telling assignment (individual paper) | 25 | |
| Working Bibliography (group paper) | 50 | |
| Case Brief (group paper) | 50 | |
| Two Exams (50 points each) | 100 | |
| Oral Appellate Argument (group presentation) | 100 | |

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| Texas Criminal Court of Appeals Videotaped Reflection (individual) | 25 | |
| Final Reflection Paper (individual) | 50 | |
| Participation/Citizenship | 50 | |
| TOTAL COURSE POINTS | 500 points | |

There is a curve built into the grades. **There will be no further rounding or curving of grades.** Final grades are calculated as follows:

- A = 89.6% - 100% (448-500)
- B = 79.6% - 89.4% (398-447)
- C = 69.6% - 79.4% (348-397)
- D = 59.6% - 69.4% (298-347)
- F = anything 297 and below

Discussion of Graded Assignments: Success in this course requires thoughtful self-evaluation of your performance. A student wishing to contest a grade **must** present me with a **typed** (either e-mail or paper), well thought out case regarding the evaluation **within one week of having received the evaluation** of the assignment in question. The argument must be related to the assignment as presented, and based on how it compares with the criteria for the assignment (not how it compares with someone else's work or how it will affect a student's GPA). Once the student has submitted his or her argument to me, I will respond in writing within 7 days. Then we may meet face-to-face to discuss ways to improve future papers/presentations.

As stated in Angelo State University Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the **final** grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at <https://www.angelo.edu/opmanual/>.

Tentative Daily Schedule

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible). **Readings** and **homework** must be completed **for the day they are assigned** on the course schedule. Be sure to read the books and take notes while reading; lectures are intended to *complement* (not duplicate) that information.

| DATE | What to read before class | What to expect in class: topics, activities & assignments due |
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| Introduction | | |
| Tues., Aug. 27 | Welcome! Introduction to the Course | |
| Thurs., Aug. 29 | Defining Argumentation 1. Rieke textbook (Chapter 1, pp. 1-23) 3. "Chapter 2" (posted on BB) | Be prepared to discuss all readings, especially "Chapter 2." |
| Tues., Sept. 3 | Accusations and Burden of Proof 1. Rieke textbook (Chapters 2 and 3, pp. 25-51) 2. Wiehl, Introduction, chap. 1 and chap. 3 3. "Chapter 3" (posted on BB) | Ethical question: What is a fair trial—for accused Boston bomber Dzhokhar Tsarnaev, for example? Ethical question: Do trials establish <i>truth</i> ? |
| On Storytelling | | |
| Thurs., Sept. 5 | Narratives in Legal Argumentation 1. Rieke textbook (Chapter 12, pp. 188-203) 2. Wiehl, chap. 7 3. "About Group Work" (online) | Storytelling: linking law, facts and jurors. Groups assigned; SC cases assigned. First group task: write a group contract (see template). Second group task: figure out what happened in your case (learning about briefs, SCOTUS blog, Lexis Nexis Academic, etc). |
| Tues., Sept. 10 | 1. Wiehl, chap. 2 and 4 (skip pp. 88-99, cont. at 99 to end of chapter 4) 2. "Opening Statement with Commentary" (posted on BB) | The same, continued. Opening statement mechanics; addressing your audience. |
| Thurs., Sept. 12 | 1. Read case briefs posted on BB [each group will be responsible for reading one set of briefs (both sides)—be ready to discuss in class today] | Discussing the Case Briefs for the up-coming trip to Texas Court of Criminal Appeals |

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| Tues., Sept. 17 | ***Travel to Austin for overnight stay. Details of when and where to meet announced in class. Class will return to San Angelo the night of Wednesday, September 18 th .*** | |
| Thurs., Sept. 19 | Reflection of Court Experience/Group Workshop Day | For reflection discussion: Take-home messages from your trip? Connections to course? Problems? Concerns? For group workshop: Group members must locate 5-7 news articles to share (SCOTUS blog, Lexis Nexis Academic, ABC, NBC, Washington Post, BBC, etc). Group task: what are key stories in your case? Note: stories may include those focused on the Justices. |
| Tues., Sept. 24 | Group Presentation Day: Story-Telling Assignment | Group contract and first meeting minutes Due (post to BB in your group folder; subsequent meeting minutes welcome). Each group presents (5 minutes per side; 5 minutes Q&A with class). Individual papers due at beginning of class. |
| Thurs., Sept. 26 | 1. "Chapter 4" (posted on BB) 2. Robinson, prologue and chap. 1 | Ethical question: Are stories really reliable? If not, what else is there? |
| Tues., Oct. 1 | Exam One | Groups are required to set up a time to meet with me ASAP for a group assessment/trouble-shoot meeting. |
| On Arguing | | |
| Thurs., Oct. 3 | Introduction to argument. 1. "Chapter 5" (posted on BB) 2. "Chapter 6" (posted on BB) | One useful tool: commonplace arguments (topoi). Ethical question: Is the accused's character relevant? |

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| Tues., Oct. 8 | The Stasis System 1. "Chapter 7" (posed on BB) 2. Wiehl, chap. 8 | |
| Thurs., Oct. 10 | Group Workshop Day (please note: Dr. B. is in Corpus at the Texas Speech Communication Association; you will have a sub) | Work on drafts of brief and bibliography. |
| Tues., Oct. 15 | The Nature of Arguments 1. Rieke textbook (Chapters 4 and 6, pp. 52-70; 83-101) | First draft of brief and bibliography due at beginning of class. Finding your theory of the case in the mixed mass of evidence. |
| Thurs., Oct. 17 | Nature of Arguments (cont.) | |
| Tues., Oct. 22 | Group Workshop Day (please note: Dr. B. is in Illinois on a grant-related project; you will have a sub) | Using Rieke (Ch 4 and 6) groups should <i>identify</i> and <i>diagram</i> key arguments in each side of their case. What problems/strengths do you see? What would you do different? Turn in at beginning of next class. |
| Thurs., Oct. 24 | Fallacies 1. Wiehl, chap. 6 2. Rieke textbook (Chapter 11, pp. 174-187) | Group work due from last class. |
| Tues., Oct. 29 | Would you convict? 1. Robinson, chap. 2 | |
| Thurs., Oct. 31 | Would you convict? 1. Robinson, chap. 3 | |
| Tues., Nov. 5 | Would you convict? 1. Robinson, chap. 4 | |
| Thurs., Nov. 7 | Would you convict? 1. Robinson, chap. 5 | |
| Tues., Nov. 12 | 1. Wiehl, chap. 11 2. Zimmerman/Martin readings of interest (posted on BB) | Ethical questions: Is our legal system gendered? Racist? |
| Thurs., Nov. 14 | Exam Two | |
| Tues., Nov. 19 | Group Workshop Day—work on oral appellate arguments (please note: Dr. B. will be in Washington, D.C., at the National Communication Association conference; you will have a sub) | Final drafts of brief and bibliography due at beginning of class. |
| Thurs., Nov. 21 | Group Workshop Day—work on oral appellate arguments | Groups should be practicing run-throughs |

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| Thurs., Nov. 21 | Group Workshop Day—work on oral appellate arguments (please note: Dr. B. will be in Washington, D.C., at the National Communication Association conference; you will have a sub) | Groups should be practicing run-throughs of their presentations. |
| Tues., Nov. 26 | Group Workshop Day—work on oral appellate arguments | |
| Thurs., Nov. 28 | Thanksgiving Holiday | |
| Tues., Dec. 3 | Oral Appellate Arguments | |
| Thurs., Dec. 5 | Oral Appellate Arguments | |
| Thurs., Dec. 12, 8am – 10am | Final Examination Period, 8:00am-10:00am Class reflection (read postings on BB in designated folder) | Final Self-Reflections due at beginning of class. Parting Ethical questions: Does our legal system achieve justice? What is the role of communication (specifically forensic rhetoric) in hindering or |

COURSE POLICIES

Academic Advising: The College of Arts and Sciences and Department of Communication and Mass Media require that students meet with a Faculty Advisor as soon as they are ready to declare a major. The Faculty Advisor will set up a degree plan, which must be signed by the student, faculty advisor, and the department chair. Communication or Mass Media majors who have questions about advising or declaring a major in the department, can call 942-2031. Undeclared majors are supported by ASU's Center for Academic Excellence located in Library A312, and can be reached at 942-2710.

Attendance: Attendance is required. You are expected to attend every class period. A **roll sheet** will be passed around each day. It is your responsibility to sign in (**being present but not signing the roll is the same as being absent**). The following policy will be enforced in this class:

- (1) Your **FIRST** unexcused absences is without penalty. If you do miss a class, it is your responsibility to get the information that was covered from one of your classmates. Do NOT ask me if you missed anything important.
- (2) Your second unexcused absence will lower your final course average by 4 points. (ex: If you have 396 points, you will be reduced to 392 points).
- (3) Each subsequent unexcused absence will lower your final course average by 4 points.
- (4) **An unexcused tardy (ten minutes late or more) is considered an absence.**

Just so that we are clear, work conflicts, personal trips that you had planned before/during/after signing-up for this class, being tired from previous evening activities, and faulty alarm clocks are **not** the type of events that fall into the category of excused absences. Use your two free absences for such events.

Given the importance of participation in this course, should you begin to struggle at any point during the semester due to personal reasons (unforeseen events like family emergencies, a significant illness, etc), please speak with your academic advisor. The University has many options to help students. The sooner you let your advisor know when something is wrong, the sooner (and better) the University can help you.

Absences on Presentation Days: Please note that an unexcused absence on presentation days will result in a zero (0) being recorded for your grade. You must give your presentation on the day it is scheduled. I will allow you to make up missed presentation(s) only if the following two conditions are met:

1. An *unforeseen, unavoidable, extenuating emergency* circumstance occurs and you can verify that it happened through written documentation.
2. You make a *conscientious attempt* through e-mail, face-to-face, and/or telephone communication to contact your instructor *prior* to the scheduled exam to report the emergency.

Excused Absences: You will be given an excused absence when acting as an official representative of the University, provided you give me written verification from the faculty/staff supervisor of the event. For all other absences to be considered excused, **official documentation** must be submitted to me verifying the reason for your absence.

A student wishing to observe a religious holy day must notify me in writing at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

Deadlines are posted on the syllabus and/or will be announced by me. Assignments must be turned in at the **beginning** of class on the day they are due. **Assignments turned in after class on the due date are NOT accepted.** If you miss an in-class activity for participation points, you will earn a zero for that assignment (unless you have a University excused absence).

Readings must be completed **on the day they are assigned** on the course schedule. Be sure to read the book and take notes while reading. Lectures are intended to *complement* (not duplicate) that information.

Written Work must be typed. Failure to type any written portion of an assignment results in a 10% point deduction off the whole point value of that assignment. Any assignments completed in class as part of class participation may be hand written.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. Angelo State University complies with the

Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 942-2191. If you need disability accommodations in this class, please see me as soon as possible.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." In other words, I cannot and will not speak to your parents about details of your grades and progress in this course without your written consent.

Visual Aid Backups: While every effort is made to keep the technical equipment in working condition, on occasion the equipment may not work properly. Please be prepared: back up any visual aids (e-mail them to yourself, bring two flash drives, etc). Please also be prepared to present even if technology fails you.

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. *****Please remember to turn off all cell phones or other noisy devices before entering the classroom each day. Needless to say, they are highly disruptive during lectures and presentations.** Distracting behavior during presentation days (i.e., working on laptops, studying for other classes, reading other material, texting or talking) **may result in a reduction of points on your presentation.** On presentation days, please arrive *early* and, if you're late, please wait outside until the first presentation is completed.

Freedom of Expression (and the ethics of classroom controversy): This class is based on the principle that even reasonable people frequently disagree on fundamental values and policies. In order to facilitate our discussion and reflection this semester, it will be helpful to remember the following things:

1. My role is to help provide accurate historical and theoretical background on the issues we are examining, and to encourage a fair hearing of competing points of view. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with me. However, it is possible to disagree without being disrespectful—sneering, name-calling, questioning motives, and representing positions unfairly (“straw man”) aren't good ways to disagree, even if in everyday life and in politics they are sometimes effective. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.
2. If you have strong opinions on the topics we are examining, it is in your own interest as an advocate to listen carefully to opposing views, and even to argue an opposing view as an exercise. Doing so will make you a more persuasive advocate for your own position and will contribute to a greater sense of civility.

3. If you do not have strong opinions on the topics we are examining, use this class to help make up your mind, both for your own personal development and for the integrity of your degree.

Academic Integrity: University standards regulating academic integrity (e.g., cheating, plagiarism, etc.) are strictly enforced. Infractions may result in a zero for the assignment or a failing grade in the course.

Plagiarism is a serious offense in this course. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information; you must cite the source of any material, quoted or paraphrased, used in your presentation. The absence of this documentation constitutes *plagiarism* – a serious academic and professional offense. Proper documentation requires a bibliography of any outside texts you have consulted including both traditional sources and on-line sources.

Your responsibility as a communicator is to distinguish between what are *your* thoughts and ideas and what is not, and to credit those who have contributed to your presentation. Putting your name on a piece of work indicates that the work is *yours* and that the praise or criticism is due to *you* and no one else. Putting your name on a piece of work in which any part is not yours, is *plagiarism* – unless the borrowed thought or wording is clearly marked and the work is fully identified. Keep in mind that plagiarism is a form of theft. Taking words, phrasing, or sentence structure, or any other element of another person's ideas, and using them as if they were your own, is stealing. Simply paraphrasing the work of another without acknowledging the information source is also plagiarism. Merely restating another individual's ideas in different words does not make the ideas yours. ALL presentations are to be your original work. **If you wish to use work from a previous semester or collaborate with another student, please check with me first.** If you are caught being dishonest, you will be given an "F" for the assignment and/or the course depending on the severity of the offense.

Please understand that I do not tolerate plagiarism and will fail you for it, even if your plagiarism is unintentional. These standards may seem subtle, so feel free to ask if you have questions or concerns. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

DEPARTMENT MISSION

The Department of Communication and Mass Media's mission is to provide excellence in teaching, research, creative endeavor and service through the disciplines of communication and mass media. The department seeks to: maintain a supportive, concerned relationship with its students; provide outreach to the campus community, region and, when feasible, beyond; provide for the educational needs of department majors and minors and the general university student; review its programs, activities and curricula on a regular basis in order to meet the changing needs of students; serve as a resource to professionals and organizations in the region; attract and retain quality students; establish and maintain a visible presence at professional meetings, conferences and competitions, and fill leadership roles in professional organizations; make the community and region aware of its programs, activities and curricula; and continually define what constitutes excellence for its individual faculty positions, striving to improve to that level.

DEPARTMENT VISION

The Department of Communication and Mass Media is devoted to excellence in teaching, student mentoring and creative endeavor. Through our commitment to student recruitment, student retention and student mentoring, the department recruits, educates and graduates students prepared to advance in professional careers or graduate education. In addition, our faculty provide quality scholarly/creative activity and a commitment to service to professional associations, the university and the community through activities which enhance the department's contribution to human communication, mass media, the performing arts and culture.

DEPARTMENT CORE VALUES

- Ethical communication and competency
- Applied learning
- Student intellectual and professional growth in human communication, mass media, the performing arts and culture
- Peer collaboration and review
- Foster cultural diversity and the performing arts
- Meaningful service to students, college, university, disciplines and the public
- Productivity and evaluation

PROGRAM STUDENT LEARNING OBJECTIVES

1. Recognize and understand key issues related to communication theory and media/speech ethics.
2. Create original communication products (speeches, campaigns, papers, videos, etc.) both individually and in collaboration with other students and/or community partners.

STUDENT LEARNING OUTCOMES

1. Recognize and understand key issues related to communication theory and media/speech ethics. This will support the ASU Learning Goal Statement #2: CORE SKILLS: *Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.* Students will
 - comprehend and critically interpret information in written and oral forms;
 - communicate information and ideas effectively;
 - use technological resources to access and communicate relevant information.
2. Create original communication products (speeches, campaigns, papers, videos, etc.) both individually and in collaboration with other students and/or community partners. This will support ASU Learning Goal Statement #3: SPECILIZED SKILLS: *Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.* Students will
 - acquire research skills and specialized vocabulary for critical discourse;
 - demonstrate competencies and achievements appropriate to their fields of study; and
 - apply classroom learning in a combination of reflective practice and experiential education.

From the *ASU Community Partnership Handbook*, p. 7:

E. Expectations for Faculty/Staff, Community Partners, and Students

Below are some of the broad expectations for the stakeholders. Specifics will be developed for each individual partnership.

Faculty/Staff:

- Uphold the values of Angelo State University
- Inform the community partner of the goals and objectives of the course/activity
- Collaborate with the Center for Community Engagement and the community partner to develop the appropriate agreements, contracts, and other risk management documentation.
- Collaborate with community partner to provide meaningful opportunities for students to demonstrate what they are learning from the experience and how that learning connects to the course/activity objectives
- Present and explain the student learning component and its relation to the course/activity
- Maintain professional and regular communication and interact with the community partner
- Document and report student learning in a digital format

Community Partners:

- Conduct an on-site orientation; provide the agency's mission, goals, and needs specific to the partnership
- Collaborate with faculty/staff partner and Center for Community Engagement to develop the appropriate agreements, contracts, and other risk management documentation.
- Collaborate with faculty/staff partner to provide meaningful opportunities for students to demonstrate what they are learning from the experience and how that learning connects to the course/activity objectives
- Communicate with faculty/staff partner regarding student expectations, agency policies and regulations; provide training where needed
- Communicate any issues or problems with faculty/staff partner or the Center for Community Engagement
- Assist in the evaluation of student learning and the overall program

Students:

- Uphold the values of Angelo State University
- Be open to the community-engagement component in the course
- Secure appropriate liability insurance, when necessary
- Obey the policies and regulations of the community partner
- Be respectful of the community partner, agency staff, and their clientele, which includes exhibiting professional behavior and appearance
- Be prompt and respectful of the community partner's time and effort
- Communicate any issues or problems with your faculty/staff supervisor
- Be prepared to learn something new and apply previous learning
- Enjoy the opportunity