

COMMUNICATION 319-50: DEBATE
Summer 2016
Tiffany Dillard

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OFFICE HOURS: Arranged by appointment. You should be able to reach me by phone and/or email.

REQUIRED TEXTS:

Required textbook: Freeley, Austin J. and Steinberg, David L. (2005). Argumentation and Debate: Critical Thinking for Reasoned Decision Making. Wadsworth, 13th Edition. ISBN: 9781133311607

NATURE OF THE COURSE

The Department of Communication offers a liberal arts degree in the study of the process of communication. Our core curriculum consists of six courses and is designed to achieve the department's mission, the essence of which is to acquaint the student with key issues and contexts associated with communication.

The course is an elective that studies the argumentation process intrinsic to competitive debate settings. Students evaluate argument, as both a critic and a participant in the debate process. Finally, this course offers an understanding of inter-scholastic debate and/or other public debate settings. The overarching purpose of this course is to introduce students to the theory and practice of critical thinking in the competitive academic debate setting.

ORGANIZATION OF THE COURSE

This course is divided in two sections- 1) debate theory and 2) practical application of debate theory. The first section discusses debate concepts, focusing on debate theory instrumental to practical application in competitive debate formats. The final section concludes with practical exercises and situations designed to improve one's debating abilities. This section of the course involves preparation for actual competition with a focus on argument as inquiry and argument as advocacy. Notice that most of the readings and instruction is front-loaded at the beginning of the course with debate preparation and research guiding the latter half of the course.

EVALUATION

GRADING SCALE:

A+ = 490 points; A=460; A-=450;
B+ = 440 points; B=410; B-=400;
C+ = 390 points; C=360; C-=350;
D+ = 340 points; D=310; D-=300.

| Description | Maximum Points Possible |
|-------------|-------------------------|
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Topic Proposal Paper:

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| General Topic Area | 5 |
| Proposition Statement | 10 |
| Annotated Bibliography | 15 |
| Background Controversy Analysis | 20 |
| Final Paper | 50 |
| Total Points for Topic Paper | 100 |

Student Debates:

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| Briefs (10 @ 10 points each) | 100 |
| Logical Outline Assignment | 50 |
| Cross Examination Assignment | 50 |
| Constructive Speech | 50 |
| Rebuttal Speech | 50 |
| Total Points for Student Debates | 300 |

Criticisms of debates: 100

TOTAL POINTS FOR THE CLASS: 500

How the Class Operates

Topic Proposal Paper:

Students are responsible for writing a three-five-page topic proposal that defends a proposition for debate later in the class. This assignment will be broken into parts and specific instructions for each part will be provided on blackboard.

Student Debates:

In the second half of the course, each student will participate in the class debates. The instructor, from the topic proposals that the class has written, will assign you a topic and side. You will be responsible for the following assignments during the debating process:

Logical Outline

Must present a logical outline of your constructive speech

Briefs

Must present 10 briefs @ 10 points each

Constructive Speech:

You are required to write 1 constructive speech. This should be posted to the discussion board within the proper forum.

Cross Examination:

After you and your opponent have submitted your constructive speeches, you will ask and answer a series of at least five questions before each team submits a rebuttal speech.

Rebuttal:

You must construct a rebuttal speech against the constructive arguments made by your opponent and in reference to the cross-examination discussion.

Criticisms:

You must write a brief commentary on the other debates. Those commentaries should incorporate theoretical constructs in your analysis.

****There will be more detailed instructions for the above assignments.**

Title IX/Clery Act Notification

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479.

Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 852-5787 and/or the University of Louisville Police Department 852-6111. For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

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| <p>Week One: May 31</p> <p>Read: Chapter 1-Argumentation,Critical Thinking, and Decision Making</p> <p>Read: Chapter 2-Foundations of Debate</p> <p>Read: Chapter 3-Foundations of Argument</p> | <p>Week Two: June 6</p> <p>Read: Chapter 6-The Debate Proposition</p> <p>Assignment: Begin Working on Topic Proposal Paper (Find a broad topic area)</p> <p>Due: General Topic Paper Area</p> <p>Wednesday, June 8 by 8 pm</p> <p>Read: Chapter 7-Analyzing the Proposition</p> <p>Assignment: Continue Working on Topic Proposal Paper (Research broad topic area)</p> <p>Due: Proposition Statement</p> <p>Sunday, June 12 by 11pm</p> |
| <p>Week Three: June 13</p> <p>Read: Chapter 8-Evidence and Proof</p> <p>Read: Chapter 9-Test of Evidence</p> <p>Assignment: Continue Working on Topic Proposal Paper (Continue Research)</p> <p>Due: Annotated Bibliography</p> <p>Thursday, June 16 by 8pm</p> | <p>Week Four: June 20</p> <p>Read: Chapter 10- Gathering and Organizing Support</p> <p>Assignment: Continue Working on Topic Proposal Paper</p> <p>Due: Background Controversy Analysis</p> <p>Monday, June 20 by 8pm</p> |
| <p>Week Five: June 27</p> <p>Due: Final Topic Proposal Paper</p> <p>Monday, June 27 by 8pm</p> <p>Assignment: Vote on Topic</p> <p>Debate Pairings will be assigned.</p> | <p>Week Six: July 4</p> <p>Read: Chapter 11-Arguing for the Proposition</p> <p>Due: Outlines</p> <p>Tuesday, July 5 by 8pm</p> |
| <p>Week Seven: July 11</p> <p>Read: Chapter 12-Arguing Against the Proposition</p> <p>Due: Briefs</p> <p>Monday, July 11 by 8pm</p> | <p>Week Eight: July 18</p> <p>Read: Chapter 13-Cross Examination</p> <p>Assignment: Constructive Speeches</p> <p>Due: Affirmatives Monday, July 18 by 8pm</p> <p>Negatives Thursday, July 21 by 8pm</p> |
| <p>Week Nine: July 25</p> <p>Read: Chapter 14-Refutation</p> <p>Assignment: Cross-Examinations</p> <p>Due: Questions Monday, July 25 by 8pm</p> <p>Answers Thursday, July 28 by 8pm</p> | <p>Week Ten: Aug 1</p> <p>Read: Chapter 15-Listening and Evaluation</p> <p>Assignment: Rebuttal Speeches</p> <p>Due: Affirmative Monday, Aug 1 by 8pm</p> <p>Negative Thursday, Aug 4 by 8pm</p> |

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| Week Eleven: Aug 9 Assignment: Critiques Due: Tuesday, Aug 9 by 8pm | |