

Argumentation and Debate

SPCH-2335

Wintermester & Spring 2021 Section 300 (CRN: 27014) 3 Credits

⌚ Meeting Times

💻 Course Description

This course introduces the students to various argumentation techniques. The student will learn basic research skills and methods of cataloging evidence. The student will learn to organize and present ideas in effective communication paradigms. Individual debate and team formats will be demonstrated. 3 credit hours. (A)

This section is 100% online and is offered thru the McKinney Campus. To locate your course offered in Canvas, beginning the first day of class, please go to cougarweb.collin.edu and login. Click on the My Courses tab and click on your course listed in the My Courses channel. It will take you to your Canvas Course.

👤 Contact Information

Email is my preferred method of communication and I make it a priority to respond to emails with one hour of receipt.

My email address is:

Office hours are by appointment only as I share an office with other instructors at the Central Park Campus (McKinney). Please check with office administrative assistant if you need additional help or information.

Office location: B-342 (third floor, main building)

If you would like to request a virtual meeting using Zoom, please email me to arrange a day and time and I will provide the Zoom meeting link.

Office phone:

My Associate Dean is

Office of Academic Affairs is, B-122 G. Phone:

Associate Professor: Dr. Andrew F. Rosbury

Email:

Office:

Phone:

Email is my preferred method of communication and I make it a priority to respond to emails with one hour of receipt.

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☰ Course Resources

■ Supplies

Thank You For Arguing

Author: Jay Heinrichs

Publisher: Broadway Books

Edition: Fourth (4th)

ISBN: 978-0593237380

Availability: Campus Bookstore, Amazon.com

Now in its fourth edition, Jay Heinrichs's *Thank You for Arguing* is your master class in the art of persuasion, taught by history's greatest professors, ranging from Queen Victoria and Winston Churchill to Homer Simpson and Barack Obama.

Filled with time-tested secrets for emerging victorious from any dispute, including Cicero's three-step strategy for inspiring action and Honest Abe's Shameless Trick for lowering an audience's expectations, this fascinating book also includes an assortment of persuasion tips, such as:

- **The Chandler Bing Adjustment:** Match your argument to your audience (that is, persuasion is not about you).
- **The Belushi Paradigm:** Before people will follow you, they have to consider you worth following.
- **The Yoda Technique:** Transform a banal idiom by switching the words around.

Additionally, Heinrichs considers the dark arts of persuasion, such as politicians' use of coded language to appeal to specific groups. His sage guide has been fully updated to address our culture of "fake news" and political polarization.

Whether you're a lover of language books or just want to win more anger-free arguments on the page, at the podium, or over a beer, *Thank You for Arguing* is for you. Warm, witty, and truly enlightening, it not only teaches you how to identify a paraleipsis when you hear it but also how to wield such persuasive weapons the next time you really, really need to get your way. This expanded edition also includes a new chapter on how to reset your audience's priorities, as well as new and improved ArgueLab games to hone your skills.

✳ Course Policies

This class is meeting entirely online in Canvas which is Collin's learning management system.

Requirements for Participation in Online Discussion or Collaborative Activities

My goal is to create a FUN, engaging class environment. I want you to WANT to participate in the class. Beyond that, I want you to look forward to logging in! In order to create that type of environment, I need your help. I need you to participate in all class activities with a positive attitude. Being able to communicate effectively is one of the most important life skills to learn. Communication is defined as transferring information to produce greater understanding. It can be done vocally (through verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, and maps) or non-verbally (body language, gestures, pitch of voice, and tone). All of these means of communication are essential Soft Skills that are vital for a successful career.

Disrespecting, attacking, trolling, or flaming behaviors will not be tolerated and will be reported to the Dean of Students office.

Attendance Policy

Although this is an online class, attendance is still monitored. Students must actively participate in the Canvas virtual classroom. Participation includes reviewing online lectures, posting/responding to the discussion forum, etc. As the instructor, I have the ability to "track" your participation in Canvas.

Specifically, I can monitor the frequency of your log-ins, the number of tasks that you are completing, and the sections of Canvas that you are viewing. Collin College requires that any student who is not actively participating in any course be reported for non-participation (which may affect their financial aid and/or cause them to be dropped from the course).

Other Course Requirements

The professor reserves the right, due to unforeseen circumstances, to change the policies, schedule, and information on this syllabus at any time. Changes will be posted in the Canvas, and students will be notified in class. Because life happens, exceptions to these policies will be considered on a case-by-case basis, but they are not guaranteed and are rarely granted.

To ensure success in this course, student must be prepared to:

- Read assigned textbook materials
- Participate in class discussions and experiential exercises in Canvas
- Record and upload two self-recorded oral presentations
- Complete assessments based on textbook and supplemental material
- Participate in video conferencing with instructor and classmates

Netiquette Expectations

Always contact me with your CougarMail email account or through Canvas messaging. This marks the message as legitimate and not spam. It also gives the professor an idea of who's sending the message. Always use subject lines. When filling the subject line, make sure that you mention what the email is for or in regard to. Be polite and don't make demands, don't accuse, remember to write please and thank you. Be succinct. Keep your message short and to the point. Review your written assignments and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills –valuable assets in the professional world for which you are now preparing.

The professor reserves the right to make changes or modifications, if necessary, to this syllabus. Any major changes or modifications will be provided to the students through email and made available in Canvas.

Protocols of Shared Responsibilities

To maximize learning, we will each uphold a set of shared responsibilities. As your instructor I promise to:

- Use a variety of approaches to make class more interesting for all of us and to help pursue our course goals.
- Welcome and encourage diverse perspectives on the topics discussed in class.
- Provide the class with information regarding the purpose of every class assignment, detailed directions for the assignment and information regarding how the assignment will be graded.
- You will also have the opportunity to ask any questions you have regarding the assignment.
- Provide grades for every assignment as promptly as possible.
- Provide you with information prior to quizzes concerning key areas to review.
- Make myself available to you by appointment for any additional assistance needed.

Oral Presentation Protocols (Online)

All students are required to plan, organize and present and record oral presentations in this class. Protocols for oral presentations and recording guidelines are available in Canvas.

Protocols for Oral Presentation Video Submission

Students will have two options for oral presentation video submissions:

Option One: Self-Recorded Oral Presentations

A student who has chosen to submit an oral presentation through video submission will be responsible for recording their speech in a digital format and posting it to YouTube on or before the due date. Each presentation will have an assigned due date. It is after this date that the instructor will begin grading the performances. Please post working, unlisted links to the appropriate Canvas "Discussion" forums for speech format by assigned due date.

If I cannot access your video for any reason, I will send you an email and you will have one day from the time of my email to resolve any issues or concerns regarding your video submission. If after one day said issue or concern is not resolved, your oral presentation will not be graded and you will not receive credit for the assignment. RECORDINGS THAT DO NOT FOLLOW THESE GUIDELINES WILL NOT BE ACCEPTED FOR GRADING. THIS MAY RESULT IN A ZERO FOR THE ASSIGNMENT.

Please read and follow these guidelines carefully. Guidelines can be found in the Canvas "Modules" section.

Option Two: Instructor Recorded Oral Presentation and Video Upload

Please arrange a time with me via email to come to any Collin College campus in the district and I will record your arguments and upload the videos for you. Please make the necessary arrangements within the time-frame for this assignment.

Regarding the First Amendment

The First Amendment is protected in this class. Hate speech is not. Attacks against people, their beliefs, values, culture, race, sex, gender, sexual orientation, religion, or political affiliation will not be tolerated. Practice civility. Religious proselytizing of any kind is not permitted. This class should be treated as an extension of the community. Honor it, protect it, respect it and invest in it as you would your own community. In this course we will discuss a variety of current events and situations. Students are expected to communicate respectfully, even if ideological differences exist. Disagreement is acceptable, but respectful conduct is mandatory.

Protocols for Online Discussion & Peer Participation

Some of you have taken many online courses and are seasoned contributors to online discussion forums, while to some of you online forums are new. Whether you are a veteran or novice, you both need to know what your professors expect from your online discussion. Every professor has his or her own expectations. Here are some guidelines for online discussions in this class.

Any post is better than no post. At least it shows you are getting into the discussion board. I am amazed each semester how students who get behind decide to skip a whole set of discussion questions. That really hurts. It is never wise to skip a discussion forum. To discourage skipping discussion forums there will be penalties for waiting until the last day or hour to post. If you wait until the last schedule day to post to a scheduled discussion forum, you will automatically get half-credit for the discussion forum assignment. If you only post one word or one sentence response you will lose points for doing so based on the provided rubric for discussion forum posting.

Although posting something is better than posting nothing, you should make the majority of your posts substantive. This is not a substantive post: "Excellent point Dan" Nor is this: "I agree Marie" Nor is this: "I couldn't have said it better." Now cheer-leading and encouragement are OK – I do that too; but they should not be your only posts or even the majority of your posts. You need to grapple with the ideas, knowledge and perspectives of the posts of others in order to be substantive. You need to introduce your own ideas, your own perspectives, your own theories, your own assessments, and your own conclusions. You also need to correct wrong information and misunderstanding when you see it, because your instructor will not catch all the mistakes.

In addition to responding to the questions and statements of your instructor, you need to interact with everyone else in your class. Depending upon the size of your class, you may not be expected to do this by your instructor every single week. However, if you should interact with 3 or 4 different people for each discussion forum so that by the end of the semester you have interacted with everyone in the class. Interacting with five or more classmates substantively during each forum, or with just a few people but in a very in-depth manner (i.e. a discussion going back and forth with multiple posts), and participating in all the forums will earn you most or all of the participation points.

Please do not equate a challenge to your work or ideas with a personal attack on your character; it is wrong to do that and actually is accusatory of the one who critiques. Ask yourself: what can I learn from this person's critique or challenge and how can I improve and grow intellectually?

Finally, post on time. Deadlines will be clearly explained and displayed in Canvas. Everyone will have one full week to post answers and to interact with one another in the discussion forum. After the completion of the week I will close each discussion forum and we will move on to the next subject of discussion.

Guidelines for success in an online learning environment:

- Post substantively, post on time, and interact meaningful and graciously with all of your classmates if you want to achieve your highest potential and benefit the most from the discussion forums.
- Respond to my feedback follow-up.
- Treat your fellow students respectfully.
- If you have questions then ask.

✓ Method of Evaluation

Assignment	Points
5 Peer Discussion & Participation Activities	20 Points each, 100 points total
20 Video Viewing Assignments	10 Points each, 100 points total
5 Reading Response Assignments	20 Points each, 100 points total
2 Oral Argument Presentations	50 Points each, 100 points total
5 Critical Video Debate Evaluations	20 Points each, 100 points total
Final Textbook and Lecture Exam	100 Points total
Final Fallacy and Reasoning Exam	100 Points total
Total Points Available	700 Total Points

Description of Major Assignments and Evaluations

Peer Discussion Assignments - students will dialogue with one another in the Discussions section in Canvas on a selected topic related to argumentation and debate and the Heinrichs text. Discussions will be available for one week. This assignment is available in Canvas and is to be completed and submitted in Canvas. Peer discussion assignments will have a duration of 7 days,

Reading Response Assignments - students will respond to questions based on the content of the Heinrichs text. Please purchase the most recent edition of the text as using an older, outdated text may be problematic as newer editions have been revised. Reading Response Assignments are available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas.

Critical Video Debate Evaluations - students will view and respond to a recorded debate on a selected topic. The objective of these assignments is to evaluate the academic content of a debate as well as the communication and speech styles of the debaters and this effects the reception of the arguments being made on the topic selected. Critical Video Debate Evaluations are available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas.

Video Viewing Assignment - students will view a prerecorded video on a topic, textbook chapter or TED Talk and will complete the provided notes. The completed notes will be submitted for a completion grade assignment. Video Viewing Assignments, including TED Talk Viewing Assignments, will be due the by the assigned due date in Canvas. Video Viewing Assignments are available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas.

Final Textbook and Lecture Exam - students will complete a multiple choice exam based entirely on the instructor-based class lectures and content as well as the Heinrichs text. This assignment is available in Canvas and to be completed and submitted in Canvas. The Final Textbook and Lecture Exam will due on the date specified in Canvas and will require the use of the Respondus

LockDown Browser.

Final Fallacy and Reasoning Exam - students will complete a mixed method evaluation exam based on the terms and concepts from the scheduled TED Talk viewing assignments. This assignment is available in Canvas and to be completed and submitted in Canvas. The Final Fallacy and Reasoning Exam will be due on the date specified in Canvas and will require the use of the Respondus LockDown Browser.

Grading System

Letter and Percentage Grade Scale:

630-700 = A (90.0+)

560-629 points = B (80.0 - 89.9)

489-559 points = C (70.0 - 79.9)

420-488 points = D (60.0 - 69.9)

000-419 points = F (Less than 60.0)

Collin College does not use plus/minus grading, so there are only five possible letter grades for somebody who has completed a course. I always grade on a straight scale, with no rounding, as follows: Grades are recorded in the Canvas gradebook as percentages, reflecting the overall quality and depth of the student's knowledge and understanding of the assigned material. The actual point totals of any given assignment do not matter; a grade of 9 points out of 10 works out to be identical to 18 out of 20, 27 out of 30, 45 out of 50, or 90 out of 100, as each of these comes out as .900 or 90.0 percent.

Evaluation and Grades

It is the student's responsibility to keep up with their grades throughout the semester. All grades will be posted in the "Grades" section of Canvas, however the method of evaluation is provided in this syllabus so that students can calculate their grade without the need for the online grading system (students should NOT rely on the Canvas grade book as the only method of grade calculation). If at any time there is a grade discrepancy, the student must make an appointment to me (the professor) during office hours to discuss the matter.

Grades are earned based on the achievement and quality of submitted assignments, not given based on effort or need. Keep in mind that your grade in this course does not reflect your worth or potential as a person, but is rather a reflection of your performance in this course.

Please note

To protect your privacy rights, your professors will not speak to you about your grades or your performance through the course management system. If you wish to talk about your grades, you may visit the professor during office hours or request a Zoom online conference. Grades will only be communicated via the Canvas grade center or in a private discussion and will not be sent to you via email.

Grievances

Students are welcome to ask for clarification and/or express disagreement with any score they receive for a task or project. In order for a score to be re-evaluated by the professor, the student must allow a 48-hour grace period between receiving the score and addressing the problem with the professor. Once 48 hours has passed, the student must make an appointment with the professor during office hours to discuss the score and the student must put their questions and/or expressions of disagreement in writing. Student grades/performance will NEVER be discussed in the classroom.

Frequently Asked Questions Regarding Evaluation and Grading Protocols

Do I grade on spelling, grammar, organization, etc.?

No, I don't deduct a set number of points for each typo, misspelled word, or improperly organized sentence in your assignment (although this is something that I have strongly considered doing in the past). On the other hand, an assignment that is full of such mistakes is not likely to be effective at any level -- whether in an upper-division undergraduate course at Collin, in

law/graduate/business school, or in a report or proposal for your eventual job after graduation. As a result, I will not go out of my way to try to figure out what a student is trying to say if it is not obvious, any more than will a professor in law school when evaluating your work or the CEO of your company when evaluating your reports. If poor writing or organization, make it difficult for the reader (in this case me) to follow your line of argument in an assignment, you should never expect a professor or supervisor to struggle through your work and try to figure it out, and you should expect to receive a lower grade than a better-organized assignment would receive.

Do I award Incomplete (I) grades?

Requests for incompletes must be made through my Associate Division Dean.

Do I Grade with a Curve?

I do not use curved grading scales in grading individual assignments, multiple-choice Scantron-style tests, or in any other aspect in this class.

Do I "Round Up" in Grading? Do I Allow Extra Credit?

I do not round grades up on either individual assignments or final grades, so an 89.9 is still a B. It is amazing how some students believe that they are entitled to a higher grade.

There are no other opportunities to earn extra credit in my classes, so please do not ask.

"I'm taking other classes", "I have a test/exam/assignment/group project due in another class and I didn't have time to (fill in the blank)"

I've said to various students on more than one occasion: It does not hurt my feelings if my class is not your favorite. I am not trying to win a popularity contest. My focus is teaching a subject matter and encouraging learning and application. There are only so many hours in a day, and everyone needs to decide how they spend those hours. If my class is a low priority for you, it does not affect me, but you must accept the consequences of making that decision.

Here's an example: every semester I have students who fail the final exam because they didn't make it a priority to study for it. They studied for other exams and assumed that the final exams for this class would be easy. The consequence of that decision effected their final grade. That was their choice, not mine, and therefore their final grade in my class is their fault. I know you may not like reading this, but it's true. If my class is a low priority for you then you must accept the consequences of making that decision.

"I couldn't submit the assignment online, so here you go..."

All assignments need to be submitted through Canvas BEFORE THE ASSIGNMENT DEADLINE. Once the deadline passed, the window of time to submit the assignment has closed which means emailing me said assignment does not count as it has not been submitted through Canvas.

However,...

If you request an extension BEFORE the assignment due date, then you don't have to submit the assignment on Canvas as you have requested an extension and I know to expect the assignment via email.

Read this part carefully: if you get a zero for not submitting your assignment on-time in the way I have requested it to be submitted that is 100% your fault and I will not entertain excuses.

"Professor, the assignment that you gave me a zero on is affecting my grade in the class. It is even affecting my GPA."

Well...You EARNED a 0 because of your lack of work. Zeros are factored into your course grade as all other grades. Your course grade is factored into your GPA. So, the solution to this problem is complete and submit your work on time, as specified by the instructions and you will avoid getting zeroes on assignments not completed and submitted.

"I'm very unhappy with my grade.", "Is there anything I can do to (fill in the blank) ...", "Will you consider (fill in the blank) ...", "What can I do to improve my grade...."

I'd be unhappy too if my grade was not what I wanted or expected it to be, but I would also examine the choices I made this semester and consider if those choices are what lead to the current grade which I am unhappy with.

As for your grade in this class, all the due dates and protocols for how to complete and submit the assignments are available on Canvas. If you asked for an extension and never submitted the work, then you get a zero for that assignment as I cannot grade something that I never receive. Did you ever ask me for assistance? You could have met with me after class rather than being the first one out the door and you could have emailed me anytime, but you didn't. Why not? The means by which you could have improved your standing in the class were available to you and you didn't take advantage of them. I do not think there is anything left for me to say other than your success was and remains your responsibility.

"But what about my future (fill in the blank)?", "But I'm transferring to (fill in the blank) ..."

LOL, ah yes, I always love the guilt-tripping about how a certain grade in my class will ruin your academic careers, chances of getting into your dream school, dream program, etc. No, your COLLECTIVE ACADEMIC RECORD will be the one ruining those things, not just your grade in my one class. On another note, problems with cause and effect are real. A cause-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). One cause can have several effects. So when you choose not to attend class, to wait until the last minute to complete and submit assignments or not submit the assignments at all or in the correct format, to not make my class a priority, all of those choices are causes which will have effects and those effects will not be my fault. They will be your fault for making the choices which lead to the initial cause.

Course Calendar

Week One

January 18th - January 25th

Reading Assignments

Please read the following articles in the Modules section of Canvas:

- The Principles of Argumentation
- 5 Topics of Debates We'll Engage in this Class

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Syllabus Walkthrough Video Viewing Assignment
- Overview of Major Assignments Video Viewing Assignment
- Syllabus Signature and Class Agreement Assignment
- Canvas Readiness Quiz

All Module Assignments will be due by Monday, January 26th at 11:59 pm.

Class Discussion Assignment

Please participate in Discussion 00: introduce yourself and respond to the questions in Discussion 00 (not graded). Discussions can be found in the "Discussions" section of Canvas.

Week Two

January 26th - February 1st

Census Date (February 1st) – Last Day to Drop Classes with No Penalty

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- TED Talk Viewing Assignment: Clint Smith - The Danger of Silence
- Video Viewing Assignment: Lesson 01 - What is Communication
- Video Viewing Assignment: Lesson 02 - The Role of Truth in Argumentation
- Video Viewing Assignment: Lesson 03 - What is Rhetoric, Argumentation and Debate

All Module Assignments will be due by Monday, February 1st at 11:59 pm.

Week Three

February 2nd - February 8th

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Video Viewing Assignment - Lesson 04 - The Five Parts of Argument (Plus One)
- Video Viewing Assignment – Lesson 05 - 8 Techniques of Argumentation
- Video Viewing Assignment – Lesson 06 - Identifying Claims and Reasons in Arguments
- TED Talk Viewing Assignment: Daniel Cohen - For Argument's Sake

All Module Assignments will be due by Monday, February 8th at 11:59 pm.

Class Discussion Assignment

Please participate in Discussion 01: For Argument's Sake by Monday, February 8th. Discussions can be found in the "Discussions" section of Canvas.

Week Four

February 9th - February 15th

Reading Assignment

Please read the following chapters in *Thank You For Arguing*: Chapters 1-6

Module Assignment

Please complete the following assignments in the Canvas Module for this week:

- Video Viewing Assignment: Lesson 07 - Identifying and Avoiding Logical Fallacies
- Reading Response Assignment: *Thank You For Arguing* Chapters 1-6

All Module Assignments will be due by Monday, February 15th at 11:59 pm.

Class Discussion Assignment

Please participate in Class Discussion 02: Let's Talk About *Thank You For Arguing* Chapters 1-6 by Monday, February 15th at 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

Week Five

February 16th - February 22nd

Module Assignment

Please complete the following assignments in the Canvas Module for this week:

- Critical Video Debate Evaluation and Analysis 01. Please complete all objectives in Module.

All Module Assignments will be due by Monday, February 22nd at 11:59 pm.

Week Six

February 23rd - March 1st

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Argumentation Exercise 04: Claims, Reasons, Warrants (Conclusions)
- Argumentation Exercise 05: Arguments and Counterarguments
- Critical Video Debate Evaluation and Analysis 02: Society Option A or B

All Module Assignments will be due by Monday, March 1st by 11:59 pm.

Week Seven

March 2nd - March 8th

Reading Assignment

Please read the following chapters in *Thank You For Arguing: Chapters 7-14*

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Video Viewing Assignment: Lesson 09 - Five Reasons Why Your Argument Failed To Persuade
- Reading Response Assignment: *Thank You For Arguing* Chapters 7-14

All Module assignments will be due Monday, March 8th at 11:59 pm.

Class Discussion Assignment

Please participate in Class Discussion 03: Let's talk about *Thank You For Arguing Chapters 7-14* by Monday, March 8th at 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

Week Eight

Spring Break

March 8th - March 12th

Week Nine

March 16th - March 22nd

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Critical Video Debate Evaluation and Analysis 03: Technology Option C or D

All Module Assignments will be due by Monday, March 22nd by 11:59 pm.

Week Ten

March 23rd - March 29th

Reading Assignments

Please read the following chapters in *Thank You For Arguing*: Chapters 15-25

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Reading Response Assignment: *Thank You For Arguing*: Chapters 15-25
- TED Talk Viewing Assignment: Science of Persuasion
- TED Talk Viewing Assignment: Hugo Mercier - How can you change someone's mind?

Class Discussion Assignment

Please participate in Class Discussion 04: Let's talk about *Thank You For Arguing* Chapters 15-25 by Monday, March 22nd at 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

All Module Assignments will be due by Monday, March 29th by 11:59 pm.

Week Eleven

March 30th - April 5th

Module Assignment

Please complete the following assignments in the Canvas Module for this week:

- Critical Video Debate Evaluation and Analysis 04: Global Health Concerns Option E or F

All Module Assignments will be due Monday, April 5th by 11:59 pm.

Week Twelve

April 6th - April 12th

Reading Assignments

Please read the following chapters in *Thank You For Arguing*: Chapters 26-29

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Reading Response Assignment: *Thank You For Arguing* 26-29
- TED Talk Viewing Assignment: Alex Edmans - What to trust in a 'post-truth' world
- TED Talk Viewing Assignment: Michael Patrick Lynch - How to see past your own perspective and find truth

All Module Assignments will be due Monday, April 12th by 11:59 pm.

Class Discussion Assignment

Please participate in Class Discussion 05: Let's Talk About *Thank You For Arguing* 26-29 by Monday, April 12th by 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

Week Thirteen

April 13th - April 19th

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- TED Talk Viewing Assignment: Michael Shermer - Why people believe weird things
- TED Talk Viewing Assignment: Michael Shermer - The pattern behind self-deception
- TED Talk Viewing Assignment: Julian Treasure - How to speak so that others want to listen
- TED Talk Viewing Assignment: Richard Greene - 7 secrets of the greatest speakers

All Module Assignments due by Monday, April 19th by 11:59 pm.

Week Fourteen and Fifteen

April 19th - May 3rd

Module Assignment

Please complete the following assignments in the Canvas Module for this week:

Oral Arguments for Policy Change. Please complete all objectives in the module.

All Module Assignments will be due by Monday, May 3rd by 11:59 pm.

Week Sixteen

May 4th to May 14th

Module Assignments

Please complete the following assignments in the Canvas Module for this week:

- Critical Video Debate Evaluation and Analysis 05: Entertainment Industrial Complex Option G or H

All Module Assignments are by Monday, May 11th by 11:59 pm.

Final Exams

Fallacy and Reasoning Exam - Requires Respondus LockDown Browser

Final Exam - Requires Respondus LockDown Browser

Final Exam and Fallacy Exam must be completed on or before Friday, May 14th. Exams can be found in the 'Quizzes' section of Canvas.

Student Learning Outcomes

Students should be able to demonstrate, through debate activities, the ability to engage in debate in both competitive parliamentary and public debate forums. The students should also be able to demonstrate, through testing assessments, the competence in handling the roles and functions of debate techniques and tactics in organized, informal, interpersonal and public realms. These include the deconstruction and critical analysis of complex arguments, the application of the appropriate tests of evidence and the composition of constructive and rebuttal speeches.

Institutional Policies

Collin College has a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity. For more information about Collin College's mission, vision, and core values, please go to <https://www.collin.edu/aboutus/missioncorevalues.html>.

All policies, guidelines, and procedures in the [Collin College Catalog](http://www.collin.edu/academics/catalog.html) (<http://www.collin.edu/academics/catalog.html>), [Collin College Board Policies](https://pol.tasb.org/Home/Index/304) (<https://pol.tasb.org/Home/Index/304>), and the [Collin College Student Handbook](http://www.collin.edu/studentresources/personal/studenthandbook.html) (<http://www.collin.edu/studentresources/personal/studenthandbook.html>) are applicable to this course.

Americans with Disabilities Act

Collin College provides reasonable accommodations, in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, to afford equal educational opportunities to all people. Students requesting accommodations under this provision should contact Collin College's Accommodations at Collin College for Equal Support Services (ACCESS) Office. For more information, go to <https://www.collin.edu/studentresources/disabilityservices/index.html> (<https://www.collin.edu/studentresources/disabilityservices/index.html>).

Scholastic Dishonesty

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one or more of the following acts.

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; falsifying academic records; using annotated texts or teachers' editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including, but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) will receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course.

To view the Board policies associated with this section, go to [http://pol.tasb.org/Policy/Download/304?filename=FLB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/304?filename=FLB(LOCAL).pdf) ([http://pol.tasb.org/Policy/Download/304?filename=FLB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/304?filename=FLB(LOCAL).pdf))

Academic Etiquette and the College Experience

Students and professors at Collin College share a responsibility to promote, develop, and maintain a positive learning environment. Students are expected to show respect to other students and professors at all times. For more information regarding academic etiquette and the college experience, specifically student academic success and seeking out resources, disruptive use of electronic devices, and tardiness and absences, please refer to the [Student Handbook](http://www.collin.edu/studentresources/personal/studenthandbook.html) (<http://www.collin.edu/studentresources/personal/studenthandbook.html>).

Institutional Deadlines

The Census Date is the 12th class day in a regular 16-week semester, or the fourth (4th) class day in a short summer semester. The census date varies for mini-semesters and express classes. Students are required to attend class prior to the census date. For more information, go to <https://www.collin.edu/gettingstarted/register/census%20dates.html> (<https://www.collin.edu/gettingstarted/register/census%20dates.html>).

Students may withdraw from a course(s) with a grade of "W" through the end of the eighth (8th) class week during a regular 16-week semester, through Tuesday of the third (3rd) week of classes in a short 5-week summer term, and through Thursday of the fifth (5th) week of classes in a long 10-week summer term. Withdrawals will appear on the student's official transcript, but have no effect on his or her grade point average (GPA). Contact the admissions area in the Student and Enrollment Services Office for withdrawal deadlines for other terms.

Prior to initiating a withdrawal, students should contact their professor(s) and/or an academic advisor. Withdrawal from Collin College must be initiated by the student. Students who discontinue class attendance and do not officially withdraw will receive a performance grade for the course(s). Students who need to withdraw from a class(es) may do so online or in person in the Student and Enrollment Services Office at any campus. For more information and withdrawal dates, please go to <https://www.collin.edu/gettingstarted/register/withdrawal.html> (<https://www.collin.edu/gettingstarted/register/withdrawal.html>).

Additional Support

Collin College is dedicated to providing information and support to students. Please click on the following links for more information and to learn about support the College offers: [Mental Health Resources \(Counseling\)](https://www.collin.edu/studentresources/counseling/index.html) (<https://www.collin.edu/studentresources/counseling/index.html>), [Strategies of Behavioral Intervention \(SOBI\)](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>), [Financial Aid and Veteran Benefits](https://www.collin.edu/gettingstarted/financialaid/) (<https://www.collin.edu/gettingstarted/financialaid/>), Anthony Peterson Center for Academic Assistance ([Writing Centers](https://www.collin.edu/studentresources/writingcenter/index.html) ([http://www.collin.edu/studentresources/writingcenter/index.html](https://www.collin.edu/studentresources/writingcenter/index.html)) and [Math Labs](https://www.collin.edu/studentresources/mathlab/index.html) ([http://www.collin.edu/studentresources/mathlab/index.html](https://www.collin.edu/studentresources/mathlab/index.html)) and [Family Educational Rights and Privacy Act \(FERPA\)](https://www.collin.edu/gettingstarted/register/ferpa.html) (<https://www.collin.edu/gettingstarted/register/ferpa.html>).

For any other College Academic Policies, please also refer to the [Student Handbook](http://www.collin.edu/studentresources/personal/studenthandbook.html) (<http://www.collin.edu/studentresources/personal/studenthandbook.html>).

Additional Items

Criminal Background Notice

If your program requires a criminal background check, your placement in a required clinical site, cooperative, practicum, internship, and/or licensure/certification opportunity may be impacted. If you have any questions or concerns, please contact your program director and check with your licensing/certifying entity, if any, to determine your status.

Web, Blended or Hybrid Class Information

What is a Web Class?

Online courses are just like face-to-face courses with scheduled start and end dates as well as scheduled testing dates. With online courses your need to have good time-management skills. It is the student's responsibility to be technologically capable to take an online course, (i.e. you should be computer literate and Internet experienced).

Online courses at Collin College use the learning management system, Canvas. For best performance, Canvas should be used on the following browsers (current or first major releases):

- Chrome
- Firefox
- Edge
- Safari

Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Since your course will be accessed through your computer and Internet connection, it is important that you have the proper computer configuration. Outlined below are the basic technical requirements (minimum and recommended) for participation in an online course.

Some online courses will have additional technical requirements - please check the individual course link (see course schedule) or contact the instructor for details.

More simply put: Success is your personal responsibility and not an entitlement. When you take personal accountability of your own actions while planning or pursuing an education you have taken the first step towards eventually reaching your goals, whatever they may be. Just to want something however is not good enough; this desire must be reinforced by some type of proactive behavior on your part. Your success is your responsibility.

Minimum Technology Requirement

Students must have access to high speed Internet and a computer that has Microsoft Office applications installed as well as audio and video playback and recording capabilities.

Minimum Student Skills

Students must be familiar with recording and posting (uploading) digital videos to an online website.

Students must be proficient with using MS Word and MS PowerPoint (or equivalent programs). Students must be able to use Canvas.

If a student is not familiar with Canvas he/she must attend a Canvas orientation provided by Collin College.

Course Communication

Students will receive all official communication from Collin College and this course through Cougarmail and the Canvas messaging system. It is the responsibility of all students to check their Cougarmail account on a regular basis.

Canvas Assignment Submission

Written instructions outlining the requirements for each assignment and submission method will be provided for all assignments during class and through Canvas. All assignments are required to be submitted in electronic format, such as a Microsoft Word document (.doc or .docx), PDF, or rich text file (.rtf) to receive credit. If you are using Google Docs I will need an accessible link, but I would prefer an exported PDF. If the link is not accessible you will not receive credit for the assignment if I cannot access it. If you are using Apple computer products, please convert them to a universal format such as PDF. Do not submit a .pages file, a link to a Google Doc, or a file that I cannot open or access. It is the responsibility of the student to make sure that assignments requiring electronic submission are in the correct format prior to submitting.

Files submitted in the wrong format that I am not able to access will not be accepted.

Additional Instructor Student Learning Outcomes
