

## CMST 2063: Argumentation & Debate<sup>1</sup>

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**Office Hours:** 11:30-12:30 and 1:30-2:30 Monday and Friday or by appointment. To make an appointment, either see me after class or email me. For all emails, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time. **NB:** I do not respond to emails between 7:00 PM and 7:00 AM. If you need a response on the same day, it is best to get the email to me by noon.

### The Course

CMST 2063 awards General Education Humanities credit because it addresses the achievement of the following General Education Competency:

*LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity, which supports sophisticated discourse.*

CMST 2063 seeks to develop students' capability to construct, analyze and evaluate the competing claims, which characterize civic discourse in a contingent world. In other words we seek to increase awareness of the methods of interaction demanded by an open society and acquire a wider range of strategies for dealing with the possibilities, pressures, and responsibilities offered therein. Following Protagoras and Isocrates, we hold that the ability to use language to address practical problems while furthering the core values of freedom, self-control, and virtue is a hallmark of liberal education and a required skill for maintenance of a free society. This course is informed by our confidence that an understanding of the basic precepts of argumentation and debate along with their application is fundamental to the maturation of civic merit in the individual as well as society as a whole.

To this end we will seek pragmatic tools for use whenever we find ourselves summoned to the agora. Accordingly, we will mine classical as well as contemporary theory for concepts that can serve as those tools. At the end of the semester we should have access to a range of goal-directed strategies that will hone our critical competence and help everyone construct happier, more productive social lives. In sum, this course is about acquiring a bigger tool box in service of both self and community.

### Course Objectives

Students will learn to become more effective critical thinkers and consumers of information and arguments. This will be accomplished by achieving the following:

- Understanding, identifying and evaluating the types of arguments, reasoning processes, and logical fallacies

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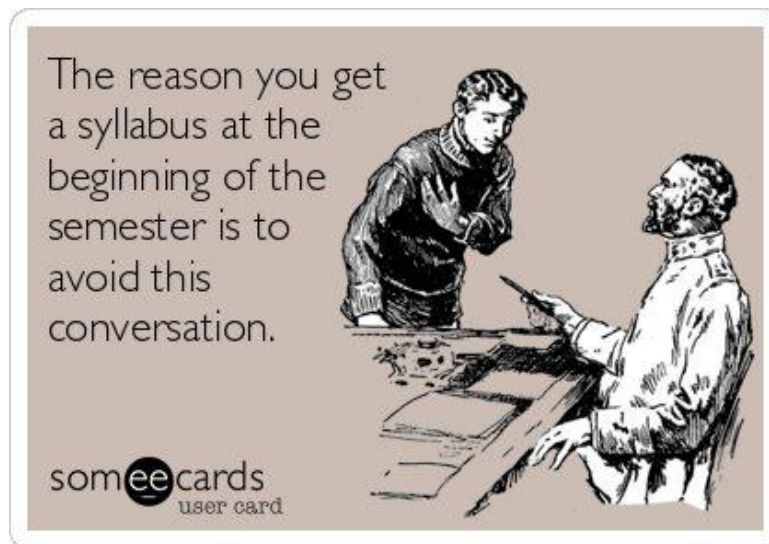
<sup>1</sup> I am very grateful to my colleagues Ashley Mack, Bryan McCann, and Kelly Young for sharing their syllabi and ideas with me.

- Knowing what evidence is, how to use it to prove a claim, and how to evaluate the adequacy of your and opposing evidence
- Learning to organize arguments into a persuasive case
- Developing skills in refutation and cross examination
- Being able to use these skills in a variety of forums

### **Required Texts/Materials**

- Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*, 6<sup>th</sup> Edition. Boston and New York: Bedford/St. Martin's, 2012.
- Additional readings/materials will be posted online.
- Access to and competency with online search engines and university libraries are essential for success in this course

### **COURSE POLICIES**



**Office Hours and Availability** If, for whatever reason, my posted office hours do not work for you, please do not hesitate to contact me and arrange an alternative meeting time.

**The Communication Environment** The study of argument engages a wide range of philosophical, political, and ethical questions that cut to the very core of what it means to be a citizen, even a human. I am committed to ensuring that our classroom is a hospitable environment where we can respectfully discuss and debate a wide range of relevant issues. Everyone should feel comfortable to speak their minds, but must do so in a way that enables others to do the same.

*Participation and Attendance* This class is discussion-oriented and practice-centered. Preparation for class and faithful attendance is directly correlated with success. In addition to missing vital information for successfully completing major assignments, you risk missing in-class assignments that will count toward your final grade.

Attendance on debate days, even when you are not speaking, is required. Failure to attend all speech days will result in a ten-point deduction from your own debate grade **for each day missed**.

*Group Work* The success of this class hinges on your ability and willingness to be an accountable learning partner with your classmates. Every debate assignment relies on at least two people to show up on the designated presentation day and work together beforehand.

Few things can derail this course more than the failure of even one member of the class to fulfill their responsibilities by missing a debate, dropping the class the day before they are scheduled to debate, etc. It does a disservice to your partner, classmates, and professor. I will not tolerate it.

Furthermore, if your debate partner is able to indicate that you have been incommunicado during the lead-up to the debate and I cannot reach you either, I will automatically drop you from the debate and you will receive a zero. If this happens, it will *not* be grounds for an incomplete.

If you have serious doubts about your capacity to be a dutiful group member, ***you need to drop this class right now***. I'm sorry if you need this class to fulfill a graduation requirement, but I do not want you here if you do not intend to do your job. Furthermore, you stand virtually no chance of receiving a passing grade in this class if you are not fulfilling your obligations.

*Readings* It is in your best interest to begin reading material early, take notes, underline content, and come to class prepared to ask any questions for clarification, etc.

*Debate Days* On the day of your debate, you should arrive in appropriate attire (i.e. not in pajamas) prepared to give your speech. I insist upon a dress code of **at least business casual**. All teams must submit a *folder* with a copy of the professor evaluation form (which I will make available on Moodle), a bibliography, and a half to one-page narrative written by each member evaluating their experiences with their partner(s). You must also submit any notes you used during your speech once you have finished speaking. Come prepared with copies of all reference materials needed. **You are not to access a laptop or your phone for information while debating before the class.**

Your role as an audience member is equally important to a successful debate. As I indicate above, attendance on debate days is mandatory for everyone. You are also responsible for being a supportive audience member. This means that working on homework, typing on a laptop, text messaging, walking in late while someone is speaking, sleeping, or simply looking like anything other than engaged in your classmates' work will result in a verbal warning from me, followed by a **ONE LETTER GRADE DEDUCTION** from your own debate grade.

*Late Work* Written assignments are due at the start of class. Late work will automatically receive a 30% point deduction. **I do not accept work that is more than one class period late.**

You may not, under any circumstances, miss a debate in which you are participating. Doing so is not only harmful to you, but also your debating partners and, because it complicates our semester schedule, the entire class.

If you are simply unable to make it on the assigned day, regardless of the reason, it is **your responsibility** to arrange to switch days with another group.

If you miss a debate day without prior notice or explanation, every effort will be made to proceed on that day without you.

**Make-up debates are not allowed.**

Incompletes Incompletes are reserved for extraordinary circumstances such as personal emergencies that can be documented. An incomplete is granted when, in my judgment, a student can successfully complete the work of the course without attending regular class sessions. Incompletes, which are not converted to a letter grade within one year, will automatically revert to an F (failing grade).

Academic Integrity I trust students in this class to do their own work. Students are responsible for adhering to the college's standards for academic conduct. Even revising another student's work, collaborating to share research with other students, or adapting your own work from another class is academic misconduct. Failure to acknowledge sources in written assignments or oral presentations constitutes plagiarism. If you are ever confused about how these policies apply to your own work, please play it safe and consult me.

If you do engage in academic dishonesty, you will automatically receive zero credit for the assignment in question, and risk failing the entire class and being subject to disciplinary action from the college and/or university. For more information on this important issue, please look online at <https://grok.lsu.edu/Article.aspx?articleId=17072>

Religious Observances It is LSU's policy to respect the faith and religious obligations of students, faculty and staff. Students with exams or classes that conflict with their religious observances should notify me well in advance (at least 2 weeks) so that we can work out a mutually agreeable alternative.

Special Needs Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, 225.578.5919.

E-mail All students must obtain and regularly check an email account. Expect periodic updates from me about what's happening in class via Moodle as well.

E-mail is also the best and quickest way to get in touch with me outside of class.

**I will not, under any circumstances, communicate grade information via email.**

*Commitment to Conversation* I believe in the right and responsibility of students to take an active interest in their education. If there is anything inside or outside this class that you care to discuss with me, please do not hesitate to do so.

I understand that “life happens” and will work with you to make REASONABLE accommodations for issues that may be negatively impacting your performance in this class. The sooner you consult me on such matters, the better.

While I am happy to discuss grades on individual assignments throughout the semester (provided you do so no sooner than 24 hours after but within **one week** of receiving the grade), I do not respond well to having responsibility for your entire academic future thrust upon me. In other words, how your performance in this class will impact your GPA, ability to graduate, scholarship eligibility, etc. are not sufficient grounds for discussing a grade on an assignment. More generally, I will not entertain discussions about final grades once the semester is over. If you wish to challenge your final grade, you must do so through the proper university channels. Please visit this link for further information:

[http://catalog.lsu.edu/content.php?catoid=1&navoid=27&hl=%22appeals%22&returnto=search#Grade Appeals](http://catalog.lsu.edu/content.php?catoid=1&navoid=27&hl=%22appeals%22&returnto=search#GradeAppeals)

*Cell Phones, Laptops, etc.* I am a technology junky and appreciate the important role smart phones, laptops, and the like play in our information society. That said, I also know they can function as a huge distraction in the classroom. If you have a cell phone, smart or otherwise, keep it in your pocket and on silent (vibrate is not silent). Failure to do so will result in my confiscating your phone for the duration of the class period. Please feel free to use your laptop to take notes and otherwise organize course material; however, if I notice you chatting on Facebook, visiting non-class related websites, etc., you must discontinue your use of the computer for the rest of the semester. In other words, technology is fine as long as it doesn't call attention to itself.

*Contractual Agreement* Your acceptance of these conditions, as well as the policies outlined in this document, is implied by your continuance in the class. To maintain the integrity of everyone's grade, and ultimately, degree, all course policies are non-negotiable.

**N.B.** Everything in this document, including the daily schedule, is subject to revision or modification due to unforeseen circumstances.

## **ASSIGNMENTS**

**Refutation Speech** Refute a single argument of fact, definition, or value in a 3-minute speech to the class. A 3-minute cross-examination period will follow each speech where selected classmates are required to thoroughly examine and interrogate the speaker.

**Value Debate** You and an opponent(s) will debate on a matter of value/evaluation. This will require you to take a position in favor of a value resolution (affirmative) or against it (negative). Both teams must follow specific debate format and requirements, including submitting a written brief.

**Proposal Debate** You and your partner(s) will debate against an opposing team on a matter of public policy. One team will represent the affirmative side while the other will debate for the negative position. Both teams must follow specific debate format and requirements, including submitting a written brief. The majority of you and your partner's grade will be the same, so it is essential that you coordinate schedules and collaborate as you prepare.

**Parliamentary Debate (Citizens' Caucus)** While different in style from the value and proposal debates, the parliamentary style will require you to draw on all the skills you have developed up to this point in the semester. You should be able to competently debate on matters of value *and* policy. You must also do so with far less individual speaking time and in cooperation with your "party." The parliamentary debate will center around a bill that I shall draft and make available to the class on December 4. The class will be broken into two parties, one in favor of the bill (Government Party) and the other against (Opposition Party). During the "Parliamentary Caucus," both groups will collaborate and develop their strategy for supporting their position. This should involve doing research, assigning roles, anticipating opposition arguments, and anything else that will help your side prevail.

**Briefs** Don't let the name fool you. Briefs are this class' equivalent of papers, they consist of a logical outline and a series of evidence cards that each team will research and gather in preparation for their policy debate. Briefs will be typed and must be submitted electronically. No one will be permitted to participate in the class debates that have not turned in their briefs.

**Letter to the Editor** Draft a letter to the editor suitable for submission to *The Daily Reveille*, *The Advocate*, or *Times-Picayune*. An effective letter succinctly and effectively articulates a position on a matter of social importance. They are often, but not always, in response to material published by the newspaper. Published letters will receive 5 extra points.

**Quizzes and Short Papers** There will be approximately seven quizzes to be administered at random times during the semester. All quizzes will occur during the first five minutes of class and will consist of questions based upon the readings for the week up to the day of the quiz. **Missed quizzes cannot be made up for any reason.**

Additionally, you are to submit **two** short papers critiquing some form of argumentation in public discourse (i.e. presidential debates, television talk shows, media campaigns, editorial).

Short papers should be 2-3 pages long and reflect your ability to apply class concepts to argumentation in political and popular culture. An effective essay will select a specific discourse to analyze, while also clearly demonstrating an understanding of key concepts in argumentation and debate. The discourses you write about should not include your own interpersonal experiences. Rather, you should be focusing on public debates, exchanges from fictional films or literature, reality television shows, etc. You may submit one short paper on any week of the semester, but both of these short papers must be submitted **on or before November 27**.

**Participation** I will evaluate your participation on the basis of several factors, which include, but are not limited to, speaking in class, making use of my office hours, working effectively in groups, demonstrating improvement over the course of the semester, etc.

**Extra Credit** There will be no extra credit assignments given, so do not ask.

### AVAILABLE POINTS

Assignment	Actual Points	Possible Points
Refutation Speech		50
Value Debate		100
Policy Debate		200
Value Debate Brief		50
Policy Debate Brief		100
Citizens' Caucus		300
Letter to the Editor		50
Quizzes		70
Short Paper I		15
Short Paper II		15
Participation		50
Total		1000

REGARDLESS OF YOUR POINT TOTAL, YOU CANNOT PASS THIS CLASS IF:

- A) You fail to complete any of the research briefs
- B) You miss more than two quizzes/short papers
- C) You fail to perform a speech, debate and/or conduct yourself in such a way that seriously threatens your debate partners' performance in this class.<sup>2</sup>

Grades are based upon a ten point scale, and I **do not round grades**.

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<sup>2</sup> If you and your debate partner are struggling to work effectively together, I am happy to serve as a mediator. I will do so on the condition that you a) let me know well in advance of your debate date and b) are able to arrange a time for all of us to meet in person to discuss the situation. I am *not* interested in hearing about debate partner problems following a disappointing grade.

**SEMESTER SCHEDULE**  
 (Lunsford, Ruszkiewicz & Walters=LRW; Ziegmueller & Kay=ZK)

	Topic	Reading	Due
Aug 25	Course Introduction		
Aug 27	Argumentation Basics: Part 1	LRW: Ch 1 (pp. 3-21)	
Aug 29	Argumentation Basics: Part 2	LRW: Ch 7	Assign Letter to the Editor
Sept 1	LABOR DAY (NO CLASS)		
Sept 3	Argumentation Basics: Part 3	LRW: Ch 16-9 (Ch 20-1 highly recommended)	
Sept 5	Analyzing arguments	LRW: Ch 6	
Sept 8	Refutation	ZK: Ch 16	
Sept 10	Fact, definition, & evaluation	LRW: Ch 8-10	
Sept 12	Emotion and character	LRW: Ch 2-3	<b>Letter to the Editor</b>
Sept 15	Logic	LRW: Ch 4	
Sept 17	Fallacies	LRW: Ch 5	
Sept 19	Presentation & audience	LRW: Ch1 (pp. 22-9), Ch 13, Ch 15 (pp. 346-58)	
Sept 22	<b>Refutation Speeches</b>		
Sept 24	<b>Refutation Speeches</b>		



Sept 26	<b>Refutation Speeches</b>		
Sept 29	Debating values	ZK: Ch 9; NFL	
Oct 1	Debate day	ZW: Ch 15 & 17	<b>Value Brief Due</b>
Oct 3	<b>Value Debates</b>		
Oct 6	<b>Value Debates</b>		
Oct 10	<b>Value Debates</b>		
Oct 13	FALL BREAK (NO CLASS)		
Oct 15	SEMA (NO CLASS)		
Oct 17	SEMA (NO CLASS)		
Oct 20	<b>Value Debates</b>		
Oct 22	<b>Value Debates</b>		
Oct 24	<b>Value Debates</b>		
Oct 27	<b>Value Debates</b>		
Oct 29	Debating proposals	LRW: Ch 12 ZK: Ch 2 & 10	
Oct 31	Affirmative & negative strategies: Part 1	ZK: Ch 18	
Nov 3	Affirmative & negative strategies: Part 2	ZK: Ch 19	<b>Proposal Brief Due</b>
Nov 5	<b>Proposal Debates</b>		

Nov 7	<b>Proposal Debates</b>		
Nov 10	<b>Proposal Debates</b>		
Nov 12	<b>Proposal Debates</b>		
Nov 14	<b>Proposal Debates</b>		
Nov 27	<b>Proposal Debates</b>		
Nov 19	NCA (NO CLASS)		
Nov 21	NCA (NO CLASS)		
Nov 24	TBA		
Nov 26	THANKSGIVING (NO CLASS)		
Nov 28	THANKSGIVING (NO CLASS)		
Dec 1	Parliamentary debating		
Dec 3	Parliamentary caucus		
Dec 5	Individual caucus prep.		
Dec 12, 10:00am- 12:00pm	<b>Parliamentary Debate</b>		