COMMUNICATION

Approved 5/6/13
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 203

3. Texas Common Course Number: SPCH 1315

4. Complete course title: Public Speaking

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [x] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [x] Creative Arts
   - [ ] American History
   - [x] Government/Political Science
   - [x] Social and Behavioral Sciences
   - [ ] Current cor.-yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? Each semester and each summer session

9. Number of class sections per semester: 30 sections per long term, 20 sections per summer

10. Number of students per semester: 750 per semester (500 per summer)


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: Gwynnt Labour
    Course Instructor
    Date 3/12/13

13. Approvals:

14. Department Head
    Date 3/12/13

15. College Dean/Designee
    Date 3/26/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
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Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

COMM 203 Public Speaking requires the integration of intellectual, critical and performance capabilities in the pursuit of delivering speeches in the public realm. Students must select and focus ‘assignment specific’ topics, hone a thesis, employ research skills to locate, evaluate, select and cite appropriate supporting material, develop logical arguments and other forms of persuasion, design visual aids to illustrate points and to bolster arguments, deliver speeches orally and display visual aids appropriately. Formal, full-sentence written outlines with source citations and are required and support each speech. However, speeches are subsequently delivered extemporaneously to insure that the student is fully familiar with the speech topic, content and organization; and as a matter of audience adaptation to insure that neither outlines nor manuscripts are ever read to the audience. Each message must be adjusted appropriately for the audience to maintain the face and line of the interaction with the goal of achieving communication competence in the public sphere. At least one of the major speeches is conducted in a group format. Therefore each of the aforementioned elements is achieved in a team environment as well. Students prepare and deliver four major speeches (at least one of which is in a group) and listen to and critique approximately 90 peer speeches per semester. Each student listens to and critiques his or her own speeches, too.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Learning Outcome 1: Select speech topics and organizational patterns to satisfy the rhetorical situation as articulated in the speaking assignment.

Students receive four distinct speaking assignments (to include at least one informative speech and one persuasive speech.) Students must analyze the requirements of the assignment and choose an assignment adjusted, audience adjusted, time adjusted topic to satisfy the elements of the rhetorical situation. Students engage variously in brainstorming, mind-mapping, social comparison, surveying, multiple drafting and negotiated adjustment to balance creativity and innovation with convergence. A grading rubric based on National Communication Association standards is used to assess the extent to which the topic is sufficiently focused as well as whether the most optimum organizational pattern was employed.

Learning Outcome 2: Research, select, and develop appropriate background and supporting material to support and extend the purpose of the speech and with consideration for the audience.

Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the “COMMLab” computer room
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regarding the use and evaluation of searchable databases, ejournals and other quality secondary sources. Some attention is given to the use of primary sources. Students receive reading assignments and lectures on proof vs explanations and on evaluation of sources employed in a variety of speeches, both peer and public. A grading rubric based on National Communication Association standards is used to assess the extent to which the supporting material is well researched, appropriately selected and well developed and audience adjusted.

Learning Outcome 6: Respond to questions from the audience.
Students receive instruction on listening and responding to questions, and also to response strategies in ‘hostile’ audience situations. Drawing from the “responsive classroom” and research on engagement strategies, students are taught to ask for “questions or comments” and are informed of subtle wording differences that tend to cue an audience to be more or less engaged in the ‘Q&A’ portion of a speech. At least two of the speeches include a required ‘Q&A’ portion.
Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 7: Produce and integrate sensory aids (including computer generated visual aids) to support their message and with respect and sensitivity for the audience.
Students receive instruction on the appropriate use of powerpoint and are required to display data in charts or graphs, photos, embedded video clips as appropriate to the supporting material. The use of ‘bulleted-points’ is limited but not prohibited. Instruction in color, font, animation (use rarely) with respect to effectiveness and choice of symbols with respect to effectiveness and audience adaptation are discussed. Smooth integration of the powerpoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated to support the speech goals.

Learning Outcome 8: Critique their own speeches and the speeches of others with respect to invention, arrangement, language, style, critical thinking, and delivery
Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of readings, lecture and outline templates, students are lead through the principles of balance and of subordination to and outline that is both a planning and invention document as well as a document that is diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA or APA style and include a complete bibliography or works cited page. Students are required also to cite sources orally during the delivery of their speeches. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by criteria articulated in chapters 9, 10 and 11 of Lucas’, The Art of Public Speaking.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Learning Outcome 3: Cite background and supporting material orally during the speech, in writing in the text of the full-sentence outline and in the bibliography.
Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography. A tally of sources cited is made.

Learning Outcome 4: Deliver speeches extemporaneously from a set of limited notes and within the specified time frame.
Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged to bring the speech in within the generous 2 minute time variation. Finally, justification and explanations are offered through lecture and reading for the reasons that extemporaneous, timed delivery are important. Extemporaneous delivery and timely speaking are evaluated through direct observation of the ‘limited set of note’ and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.
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Learning Outcome 5: Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

Students receive instruction regarding the power of language and the use of nonverbal communication as a means of influence, both intentional and unintentional. The artful use of linguistic devices, both common (simile, metaphor, antithesis, for example) and less well known (antistrophe, scala, chiasmus, for example) is discussed and practiced during in-class activities. Cultural awareness and rhetorical sensitivity are discussed in lecture and readings. A grading rubric based on National Communication Association standards is used to assess the use of language and of delivery in speeches.

Learning Outcome 6: Respond to questions from the audience.

Students receive instruction on listening and responding to questions, and also to response strategies in ‘hostile’ audience situations. Drawing from the “responsive classroom” and research on engagement strategies, students are taught to ask for “questions or comments” and are informed of subtle wording differences that tend to cue an audience to be more or less engaged in the ‘Q&A’ portion of a speech. At least two of the speeches include a required ‘Q&A’ portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 7: Produce and integrate sensory aids (including computer generated visual aids) to support their message and with respect and sensitivity for the audience.

Students receive instruction on the appropriate use of powerpoint and are required to display data in charts or graphs, photos, embedded video clips as appropriate to the supporting material. The use of ‘bulleted-points’ is limited but not prohibited. Instruction in color, font, animation (use rarely) with respect to effectiveness and choice of symbols with respect to effectiveness and audience adaptation are discussed. Smooth integration of the powerpoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated to support the speech goals.

Learning Outcome 8: Critique their own speeches and the speeches of others with respect to invention, arrangement, language, style, critical thinking, and delivery

Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of readings, lecture and outline templates, students are lead through the principles of balance and of subordination to and outline that is both a planning and invention document as well as a document that is diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA or APA style and include a complete bibliography or works cited page. Students are required also to cite sources orally during the delivery of their speeches. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by criteria articulated in chapters 9, 10 and 11 of Lucas’, The Art of Public Speaking.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Learning Outcome 9: Work with a team to develop and deliver a speech.

Students are introduced to the format for group presentations through lecture and readings. Each team works with its members to accomplish Learning Outcomes 1 thru 8 (described in other sections of this document) from a team perspective. Teams work through the process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Learning Outcome 3: Cite background and supporting material orally during the speech, in writing in the text of the full-sentence outline and in the bibliography.
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Students are referred to source citation guides posted at library.tamu.edu and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography. A tally of sources cited is made.

Learning Outcome 5: Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

Students receive instruction regarding the power of language and the use of nonverbal communication as a means of influence, both intentional and unintentional. The artful use of linguistic devices, both common (simile, metaphor, antithesis, for example) and less well known (antistrophe, scala, chiasmus, for example) is discussed and practiced during in-class activities. Cultural awareness and rhetorical sensitivity are discussed in lecture and readings. A grading rubric based on National Communication Association standards is used to assess the use of language and of delivery in speeches.

Learning Outcome 6: Respond to questions from the audience.

Students receive instruction on listening and responding to questions, and also to response strategies in ‘hostile’ audience situations. Drawing from the “responsive classroom” and research on engagement strategies, students are taught to ask for “questions or comments” and are informed of subtle wording differences that tend to cue an audience to be more or less engaged in the ‘Q&A’ portion of a speech. At least two of the speeches include a required ‘Q&A’ portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Communication 203: sections 501-512
Public Speaking
Mass Lecture is Wednesdays at 6am in CHEM 100
Check your schedule for when your recitation section meets on MW

Dr. Jones Barbour
Course Director and Professor for Comm 203. I will be lecturing, creating the assignments and
grading rubrics, writing quizzes and class activities, and determining the final grades for the course. I
am happy to answer your questions and the like. So please, email me and/or come to office hours.
Office: Bolton Hall Room 209E
Phone: 979-845-4192
Office Hours: Tu 1-2, W 12:30-1:30, Th 1-2 and by appointment
Email: jonesbarbour@tamu.edu

There are also teaching assistants for this course, who vary by recitation section – check your
schedule on Howdy to see whom your teaching assistant is and where/when your recitation section
meets on MW. Your teaching assistant will be conducting activities in your recitation section,
applying the grading criteria (created by me) to your speeches and outlines, collecting your
homework/classwork, maintaining attendance records and holding office hours each week to assist
you with your speeches and other course work. You will find the contact information and office
hours for your recitation section's Teaching Assistant on elearning.tamu.edu

COURSE DESCRIPTION:
Principles, practice and criticism of public speaking. Training in speeches of social and technical
interest designed to teach students to develop and illustrate ideas and information. Emphasis on
public speaking that informs and persuades audiences (From the TAMU Undergraduate Catalog).

LEARNING OUTCOMES:
By the end of the course a successful Comm 203 student will be able to:
1) Select speech topics and organizational patterns to satisfy the rhetorical situation as articulated in
the speaking assignment.
2) Research, select, and develop appropriate background and supporting material to support and
extend the purpose of the speech and with consideration for the audience.
3) Cite background and supporting material orally during the speech, in writing in the text of the full-
sentence outline and in the bibliography.
4) Deliver speeches extemporaneously from a set of limited notes and within the specified time
frame.
5) Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves
and their audience.
6) Respond to questions from the audience.
7) Produce and integrate sensory aids (including computer generated visual aids) to support their
message and with respect and sensitivity for the audience.
8) Critique their own speeches and the speeches of others with respect to invention, arrangement,
language, style, critical thinking, and delivery.
9) Work with a team to develop and deliver a speech

*Please see page 8 of this syllabus for additional information on this course and the core curriculum.

REQUIRED TEXTS AND SUPPLIES:
NOTE: A hard copy or Coursesmart version is acceptable. Used books are fine. You will not need the
CD-ROM or extra access codes the publisher may offer. The book from the TAMU bookstore is a
custom TAMU edition in black and white ordered to save you money.
2) Dr. Jones Barbour Course Manual for Public Speaking: Comm 203, Spring 2013 (CM in the course
schedule). The course manual is posted on elearning.tamu.edu NOTE: Please print out and bring
this manual to class everyday.
3) Access to and use of a printer, paper, and ink
4) Folder with 2 internal pockets
5) USB drive for storing PowerPoint Presentations and your recorded speeches

Jones Barbour Public Speaking Syllabus
A NOTE ABOUT eLEARNING:
I use eLearning in this course (elearning.tamu.edu). In addition to the CM posted on eLearning, all of the forms you need to complete for each assignment are posted on there. You will need to print these forms out for each round of speeches (single sided only). Please be sure to check the eLearning page for this course frequently.

MY EXPECTATIONS OF YOU:
1) Everyone should participate actively in classroom discussions.

2) Everyone should come to each class having already completed the assigned readings, and having prepared questions, comments, and thoughtful responses to the readings.

3) Attendance is MANDATORY – You are expected to attend every single class period. This is a course on public speaking and therefore you will be speaking and listening every day.
   a) You may, however, have three (3) unexcused absences. Unexcused absences may be taken only on days when you are not scheduled to speak, no else is speaking, or there is no quiz, exam, or graded in class activity.
   b) You must sign the daily attendance sheet and be present for the entire class period in order to be counted as present in class. It is your responsibility to see that you sign the attendance sheet before you leave class each day.
   c) If your reason for being absent is recognized by the University as an excused absence (please see http://student-rules.tamu.edu/rule07) then you must turn in satisfactory documentation attached to the “form to appeal for an excused absence” found on eLearning to your Teaching Assistant within one week of your return to class. Please note that a receipt from a healthcare provider is NOT satisfactory documentation, nor is the Texas A&M University Explanatory Statement for Absences. Also please note that we may verify any documentation for an excused absence request.
   d) If you do miss class, it is your responsibility to make up any course material missed by working with classmates and doing additional readings and assignments. This course has no make-up lectures or course notes.
   e) For each unexcused absence in excess of three (3), your final course grade will be reduced by one letter grade.

4) Written Work – All written work must be typed and neatly printed, and it should conform to high standards of composition. All assignments are due during the class period for which they have been assigned. We do not accept late papers, nor do we accept papers turned in a mailbox or sent via e-mail. Anticipate problems in advance and communicate with your teaching assistant or me to avoid misunderstandings. Always keep a copy of your work.

5) Plagiarism, the intentional or unintentional misrepresentation of work as your own, will not be tolerated. Anyone convicted of plagiarizing all or part of an assignment will earn an F* in this course. Be warned: plagiarism is not just copying someone else’s work word for word. There are different types of plagiarism including but not limited to passing off someone else’s work as your own (whether that someone else is a classmate, friend, online source, or published author), source misrepresentation (failure to cite a paraphrased source, use quotation marks around exact quotations, or turn in a list of sources cited), and using work of your own which has already been used in another class.

If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code. Remember: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Aggiehonor.tamu.edu

6) Everyone should function at all times as critical intellectuals, thoughtfully engaged in the course material, with your peers, and with your instructors.

For more details about these expectations please see Chapter 3 in the Course Manual.
YOU CAN EXPECT THAT YOUR INSTRUCTORS WILL:
1) Be prepared for every class meeting.
2) Evaluate your work fairly and offer clear suggestions for improvement.
3) Return your work promptly.
4) Be accessible outside of class for questions and feedback.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:
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 of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Special Accommodations: If you require accommodation for a disability, please contact the course director so that we may make arrangements for you.

COURSE ASSIGNMENTS:
Speeches:
Round I: My favorite! In this first speech you will tell us about your favorite public figure or media (e.g. author, songwriter, game developer, screenwriter or director OR your favorite movie, song, book, television show or video game). (3-4 minutes)

Round II: Here is something interesting WE want to tell you about. In this second speech you will describe something, demonstrate something, or explain something to your audience. This is an informative speech and will be given as part of a team. (5-6 minutes + Q&A session)

Round III: I have a solution to this problem. In this third speech you will advocate for a particular policy that addresses a significant problem facing the University, the local community, the state, the nation, or the world. This is a persuasive speech. (7-8 minutes + 1 min of questions from the audience)

Round IV: Here is one way we can help our community. In this fourth speech you will combine informative and persuasive speaking to tell us about a social issue you think is important and an organization doing something about the problem. (5-6 minutes)

Writing:
Preparation Full Sentence Outline: You will write a full sentence outline for each speech.
Goals for public speaking: You will write a brief essay in which you identify potential ways that you will engage in public speaking in your future career and then you will articulate 5-6 specific goals for your own public speaking this semester.
Self Evaluations: You will review your speech and complete a self-evaluation form for each speech you deliver. These self-evaluations will incorporate the goals for your public speaking you set at the beginning of the semester.
Peer Evaluations: You will complete a peer evaluation form for each round of speeches.
Library Research Form: You will complete a library research form for each round of speeches.

Quizzes and Mass Lecture Activities:
There will be a quiz or graded activity each day mass lecture meets. See course calendar for details about quiz content

Please see the Course Manual for complete assignment requirements.
GRADES:
The instructor does not give grades; rather, students earn their grade according to the quality of their work. Your final course grade is calculated in the following way:

1) Round I – My Favorite! (3-4 minutes) – worth 10% of your final grade
2) Round II – Something Interesting (5-6 minutes) – worth 20% of your final grade
3) Round III – Solution to a problem (7-8 minutes + 1 min Q&A) – worth 20% of your final grade
4) Round IV – Help Our Community (5-6 minutes) – worth 20% of your final grade
5) Writing Assignments – each assignment is worth 2.5% of your final grade (total is worth 20% of your final grade)
6) Quizzes and mass lecture activities – worth 10% of your final grade

Your course grade will be determined by the weighted average of the grades on individual assignments. Each assignment will receive a letter grade, with a numerical equivalent as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.000</td>
</tr>
<tr>
<td>A</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

So for example a student who received a C on Rd I, a C+ on Rd II, a B on Rd III, a B+ on Rd IV, a B+ on the writing assignments, an A- on the quizzes, and a B on each outline would have a course average of 2.93

To convert the course average into a course grade, the following scale will apply:

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 and up</td>
<td>A</td>
</tr>
<tr>
<td>2.5 and up</td>
<td>B</td>
</tr>
<tr>
<td>1.5 and up</td>
<td>C</td>
</tr>
<tr>
<td>0.3335 and up</td>
<td>D</td>
</tr>
<tr>
<td>below 0.3335</td>
<td>F</td>
</tr>
</tbody>
</table>

So, for example, a student with a course average of 2.93 would receive a course grade of B.

To calculate your own final grade use the following formula:

\[(\text{Rd I} \times 0.10) + (\text{Rd II} \times 0.20) + (\text{Rd III} \times 0.20) + (\text{Rd IV} \times 0.20) + (\text{Goals paper} \times 0.025) + (\text{SE Avg} \times 0.025) + (\text{PF Avg} \times 0.025) + (\text{LRN Avg} \times 0.025) + (\text{RI Outline} \times 0.025) + (\text{RII Outline} \times 0.025) + (\text{RIII Outline} \times 0.025) + (\text{RIV Outline} \times 0.025) + (\text{Quiz Avg} \times 0.10) = \text{Course Avg}\]

Your work in this class will be graded carefully and strictly. Plagiarism will not be tolerated. Your work will be graded according to the standardized criteria for speech grade assessment. The criteria are in the Course Manual Chapter 4, Section 4. Keep in mind that meeting the minimum requirements for an assignment constitutes the grade of a C. Work that goes beyond the requirements constitutes a B, and distinctly superior work constitutes an A.

IMPORTANT GRADING NOTE - grades reflect the quality of your work, not the amount of difficulty you experience in producing the work.
OFFICE HOURS:
Do not let questions or confusion slide, office hours (both mine and your teacher assistant’s) are a time to review assignments and readings, seek help, or talk about things you find interesting in the course. Use this resource to your advantage.

My office hours are Tu 1-2, W 12:30-1:30, Th 1-2 and by appointment. Remember to check elearning.tamu.edu for your teaching assistant’s office hours. Please meet with your Teaching Assistant on a regular basis.

COURSE NOTES (INFORMATION THAT YOU NEED TO BE SUCCESSFUL IN THIS COURSE):
1) **Speeches must be given on the day that they are scheduled.** If you miss your speaking assignment, class time is wasted. Sometimes meeting your assigned date is difficult, but it is unfair to classmates to ask for an extension. Therefore, failure to speak on your assigned day without a pre-authorized excuse will result in a failing grade on the assignment. (Remember giving an unfinished speech will at least earn some credit – no speech will earn no credit). If you know you are going to miss class for some university recognized excuse then you should advise your teaching assistant of this well in advance and be sure to be scheduled for a different date. If you find yourself too ill or have a genuine emergency on the day you are scheduled to speak, you can be excused only if you present documentation of the emergency or University excused absence.

2) **Missed speeches must be made up within 30 calendar days.** Sessions for make-up speeches will be for all students across sections of Comm 203 with University Excused Absences who missed a speech. All students attending a session must stay for the entire time to serve as audience members for one another. These sessions will be scheduled outside of class time and may last several hours depending on the number of make-up speeches. Giving your speech at the scheduled time will ensure you do not have to attend one of these sessions.

3) **I and your teaching assistant will be contacting you via the TAMU email system.** If your account is “messed up” please resolve the problem today! You will miss information for which you will be responsible if you do not follow this request.

4) **There is no extra credit in COMM 203 beyond that authorized for all students by the Course Director.**

Additional information regarding the course and assignments is in the Course Manual found on elearning.tamu.edu

COURSE SCHEDULE: (changes to the schedule may be announced in class; you are responsible for all such announcements).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Please Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td>Introduction to Recitation - Course Overview</td>
<td>Read Syllabus and Course Manual (CM)</td>
<td>Check your schedule for time and room.</td>
</tr>
<tr>
<td>Mon, Jan 14</td>
<td></td>
<td>Print Course Manual (CM)</td>
<td></td>
</tr>
<tr>
<td>Mass Lecture</td>
<td>Course Overview Why study public speaking? Introduction to Rd 1</td>
<td>Read Chapter 1 in Lacas textbook (L)</td>
<td>Graded in class activity</td>
</tr>
<tr>
<td>Wed, Jan 16</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recitation</td>
<td>Strategies for Round 1 Speech</td>
<td>Read Chapters 4 and 5 (L) Hand in completed student information sheet found on eLearning</td>
<td></td>
</tr>
<tr>
<td>Wed, Jan 16</td>
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<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recitation</td>
<td>Ethics and Organization</td>
<td>Read Chapters 2, 9, 10 (L)</td>
<td>Quiz over chapters 2, 9, 10</td>
</tr>
<tr>
<td>Mon, Jan 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Lecture</td>
<td>Thesis Check and Sign Up Outlining Workshop</td>
<td>Bring at least 2 potential topics for your Rd 1 speech Read Chapter 11 (L)</td>
<td>You will sign up for speaking times today (day and order)</td>
</tr>
<tr>
<td>Wed, Jan 23</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Jones Barbour Public Speaking Syllabus
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Recitation Mon, Jan 20</th>
<th>Create Ethical Code</th>
<th>Library Research Form Due for Rd I speech Preparation Outline for Day 1 speakers due on eLearning by class time</th>
<th>Mass Lecture Wed, Jan 30</th>
<th>Adapting to your Audience</th>
<th>Read Chapter 6 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Wed, Jan 30</td>
<td>Rd I speeches</td>
<td>If you are speaking today you must turn in a complete folder before you speak – see CM for Round I folder checklist Preparation Outline for Day 2 speakers due on eLearning by class time</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Recitation Mon, Feb 4</th>
<th>Rd I speeches</th>
<th>Self-Evaluation Form due for speakers from 1/30 If you are speaking today you must turn in a complete folder before you speak – see CM for Round I folder checklist Preparation Outline for Day 3 speakers due on eLearning by class time</th>
<th>Mass Lecture Wed, Feb 6</th>
<th>Informative Speaking introduction to Rd II Research</th>
<th>Read Chapters 8 and 15 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Wed, Feb 6 Sections: 501, 503, 505, 507, 509, 511</td>
<td>Round I speeches</td>
<td>Self-Evaluation Form due for speakers from 2/4 If you are speaking today you must turn in a complete folder before you speak – see CM for Round I folder checklist</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Recitation Wed, Feb 6 Sections: 502, 504, 506, 508, 510, 512</td>
<td>Workshop Research</td>
<td>Go to Bolton Hall Room 111 Read Chapter 7 (L) Self-Evaluation Form due for speakers from 2/4</td>
<td>Bolton is behind the Century Tree, near the Academic Building and the statue of Sully</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Recitation Mon, Feb 11 Sections: 501, 503, 505, 507, 509, 511</th>
<th>Workshop Research</th>
<th>Go to Bolton Hall Room 111 Read Chapter 7 (L) Self-Evaluation Form due for speakers from 2/6</th>
<th>Bolton is behind the Century Tree, near the Academic Building and the statue of Sully</th>
<th>Mass Lecture Wed, Feb 13</th>
<th>Delivery and Visual Aids</th>
<th>Read Chapters 13 and 14 (L)</th>
<th>Quiz over chapters 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Mon, Feb 11 Sections: 502, 504, 506, 508, 510, 512</td>
<td>Round I Speeches</td>
<td>If you are speaking today you must turn in a complete folder before you speak – see CM for Round I folder checklist</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mass Lecture Wed, Feb 13</td>
<td>Visual Aids</td>
<td>Bring at least 2 potential topics for your Rd II speech Goals Paper Due Please Note: Sec 502, 504, 506, 508, 510, 512 Self-Evaluation Form due for speakers from 2/11</td>
<td>You will sign up for speaking days and groups today</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Recitation Mon, Feb 18</th>
<th>Source Citing Round II Strategies</th>
<th>Library Research Form Due for Rd II speech Working with Teams on Round II Speeches Preparation Outline for Day 1 speakers due on eLearning by class time</th>
<th>Mass Lecture Wed, Feb 20</th>
<th>Listening</th>
<th>Read Chapter 3 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Wed, Feb 20</td>
<td>Round II speeches</td>
<td>If you are speaking today you must turn in a complete folder before you speak – see CM for Round II folder checklist Preparation Outline for Day 2 speakers due on eLearning by class time</td>
<td></td>
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</tbody>
</table>

<p>| Week 7 | Recitation Mon, Feb 25 | Round II speeches | Self-Evaluation Form due for speakers from 2/20 If you are speaking today you must turn in a complete folder before you speak – see CM for Round II folder checklist Preparation Outline for Day 3 speakers due on eLearning by class time | | | | |</p>
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mass Lecture Wed, Feb 27</th>
<th>Persuasive Speaking Introduction to Rd III</th>
<th>Read Chapter 16 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recitation Wed, Feb 27</td>
<td>Rd II Speeches</td>
<td>Self-Evaluation Form due for speakers from 2/25 If you are speaking today you must turn in a complete folder before you speak – see CM for Round II folder checklist Preparation Outline for Day 4 speakers due on eLearning by class time</td>
<td></td>
</tr>
</tbody>
</table>

Week 9

<table>
<thead>
<tr>
<th>Mass Lecture Wed, March 6</th>
<th>Language</th>
<th>Read Chapter 12(L)</th>
<th>Quiz over chapter 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Wed, March 6</td>
<td>Round III Strategies Theresi Check and Sign up</td>
<td>Self-Evaluation Form due for speakers from 3/4 Bring at least 2 potential topics for your Rd III speech</td>
<td>You will sign up for speaking times today (day and order)</td>
</tr>
</tbody>
</table>

Week 9

<table>
<thead>
<tr>
<th>Mass Lecture Wed, March 13</th>
<th>Language Workshop</th>
<th>Library Research Form Due for Rd III speech Preparation Outline for Day 1 speakers due on eLearning by class time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass Lecture Wed, March 14</td>
<td>Reasoning</td>
<td>Read Chapter 17 (L)</td>
</tr>
<tr>
<td>Recitation Wed, March 20</td>
<td>Rd III Speeches</td>
<td>If you are speaking today you must turn in a complete folder before you speak – see CM for Round III folder checklist Preparation Outline for Day 2 speakers due on eLearning by class time</td>
</tr>
</tbody>
</table>

Week 10

<table>
<thead>
<tr>
<th>Mass Lecture Wed, March 27</th>
<th>Fallacies</th>
<th>Review Chapter 17 (L)</th>
<th>Graded in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Wed, March 27</td>
<td>Rd II Speeches</td>
<td>Self-Evaluation Form due for speakers from 3/20 If you are speaking today you must turn in a complete folder before you speak – see CM for Round III folder checklist Preparation Outline for Day 3 speakers due on eLearning by class time</td>
<td></td>
</tr>
</tbody>
</table>

Week 11

<table>
<thead>
<tr>
<th>Mass Lecture Wed, April 3</th>
<th>Rd III Speeches</th>
<th>Self-Evaluation Form due for speakers from 3/27 If you are speaking today you must turn in a complete folder before you speak – see CM for Round III folder checklist Preparation Outline for Day 5 speakers due on eLearning by class time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation Mon, April 1</td>
<td>Strategies for Persuasion</td>
<td>Review Chapter 16 (L)</td>
</tr>
</tbody>
</table>

Jones Barbour Public Speaking Syllabus
<table>
<thead>
<tr>
<th>Recitation</th>
<th>Rd II Speeches</th>
<th>Self-Evaluation Form due for speakers from 4/1. If you are speaking today you must turn in a complete folder before you speak - see CM for Round III folder checklist.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td>Mon, April 8</td>
<td>Social Issues Impromptu Exercise Self-Evaluation Form due for speakers from 4/3.</td>
</tr>
<tr>
<td>Mass Lecture</td>
<td>Wed, April 10</td>
<td>Strategies for Persuasion Review Chapter 6 (L) Graded in class activity.</td>
</tr>
<tr>
<td>Recitation</td>
<td>Wed, April 10</td>
<td>Thesis Check and Sign up Strategies for Round IV Bring at least 2 potential topics for your Rd IV speech You will sign up for speaking times today (day and order)</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td>Mon, April 15</td>
<td>Strategies for Round IV Library Research Form Due for Rd IV speech Preparation Outline for Day 1 speakers due on eLearning by class time.</td>
</tr>
<tr>
<td>Mass Lecture</td>
<td>Wed, April 17</td>
<td>Audience Adaptation II Read Chapter 18 Graded in class activity.</td>
</tr>
<tr>
<td>Recitation</td>
<td>Wed, April 17</td>
<td>Round IV Speeches If you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist Preparation Outline for Day 2 speakers due on eLearning by class time.</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td>Mon, April 22</td>
<td>Round IV Speeches Self-Evaluation Form due for speakers from 4/17 If you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist Preparation Outline for Day 3 speakers due on eLearning by class time.</td>
</tr>
<tr>
<td>Mass Lecture</td>
<td>Wed, April 24</td>
<td>Public Speaking Contest Please arrive by 7:45am today. No late admittance today.</td>
</tr>
<tr>
<td>Recitation</td>
<td>Wed, April 24</td>
<td>Round IV Speeches Self-Evaluation Form due for speakers from 4/22 If you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist Preparation Outline for Day 4 speakers due on eLearning by class time.</td>
</tr>
<tr>
<td><strong>Redefined day and May 5 due date</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td>Mon, April 29</td>
<td>Round IV Speeches Self-Evaluation Form due for speakers from 4/24 If you are speaking today you must turn in a complete folder before you speak - see CM for Round IV folder checklist.</td>
</tr>
<tr>
<td>Fri, May 3</td>
<td></td>
<td>Self Evaluation Form for speakers from 4/29 due by noon today.</td>
</tr>
</tbody>
</table>

*This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

**Critical Thinking** which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 1, 2, 6, 7 and 8 support especially the tenets of critical thinking.

**Communication** which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 3, 4, 5, 6, 7 and 8, support especially the tenets of communication.

**Teamwork** which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 9 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

**Personal Responsibility** which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 3, 5 and 6 support especially the tenets of personal responsibility.

Jones Barbour Public Speaking Syllabus
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a Course to be Considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 243

3. Texas Common Course Number: SPCH 2335

4. Complete course title: Argumentation and Debate

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   ☑ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

   [ ] Cumat con - yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   [ ] Yes
   ☑ No

8. How frequently will the course be offered? Each semester

9. Number of class sections per semester: 4 sections per long term; 2 sections per summer

10. Number of students per semester: 240


   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   [Signature]
   [Name]
   [Title]

   Date: 3/12/13

14. Approvals:

   [Signature]
   [Name]
   [Title]

   Date: 3/12/13

15. Department Head

   [Signature]
   [Name]
   [Title]

   Date: 3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies

Texas A&M University
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

COMM 243-Argumentation and Debate: Argumentation is the study of practical reasoning. When we argue, we engage in the process of justifying decisions under conditions of uncertainty in the presence of competing values or opposing viewpoints. Debate is the application of argumentative strategies in order to demonstrate differences in factual, evaluative, or policy positions. Both topics carry equally rich history and relevant application to social and political interactions. This class is designed to enhance and improve skills in engaging public argument through written and spoken assignments, as well as a semester-long group assignment culminating in a formal debate. The semester focuses substantial time on topics such as persuasion, ethics, critical thinking, and public advocacy, all inherently tied to the larger subject of argumentation. Assignments are designed to let students demonstrate their knowledge and application of key concepts and to prepare their involvement in this important subject in their personal and social lives. Students in this class are supported in critical thinking with the presumption that every issue and argumentative claim has multiple viewpoints and distinctive values. Recognizing this dimension of living a pluralistic society is a cornerstone to this class. Numerous assignments and exercises ask students to assume a point of view other than their own. As the syllabus states, “it is natural to disagree. It is not okay to approach an argument with an attitude that builds an unfair, immature, or hostile environment for mutual discussion and discovery. Knowing what you believe is an important place to start, but knowing how to effectively argue your position is the essential step toward a meaningful exchange with others.”

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

1) Evaluate and critique arguments (individual claims and extended argument chains) using standards of argument construction, identification of fallacies, type of evidence, and source credibility.

   Students produce formal, full-sentence outlines for each of the graded speeches and debates. Through the use of readings, lecture, outline templates and argument diagrams, students are lead throughout the principles claim, evidence and warrant. Outline and diagrams are both planning and invention documents as well as a document that are diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA style and include a complete bibliography or
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

works cited page. Students are required also to cite sources orally during the delivery of their speeches and debates. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, diagrams, peer-evaluations and self-evaluations are evaluated by departmental rubric.

2) Produce arguments (individual claims and extended argument chains) that adhere to standards of argument construction and avoidance of fallacies.

Students receive instruction through readings, lectures and video examples of effective arguments and fallacious arguments. Deconstruction of fallacies of reasoning is modeled. Students engage in mock debates that feature signals to the speaker when fallacies occur. Critical listening is key. Arguments are evaluated by means of Departmental rubric.

3) Research, select, and develop appropriate background and supporting material to support arguments with consideration for the audience.

Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the "COMMLab" computer room on the use and evaluation of pertinent databases, ejournals, and other quality secondary resources. Students are encouraged to pursue primary sources as possible and to avoid tertiary sources. Students receive reading assignments and lectures on providing appropriate evidence to support claims. A grading rubric based on National Communication Association standards is used to assess the extent to which the supporting material is well researched, appropriately selected and well developed and audience adjusted.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

3) Research, select, and develop appropriate background and supporting material to support arguments with consideration for the audience.

Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the "COMMLab" computer room on the use and evaluation of pertinent databases, ejournals, and other quality secondary resources. Students are encouraged to pursue primary sources as possible and to avoid tertiary sources. The syllabus features a direct link to the Constitution of the United States of America. Students receive reading assignments and lectures on providing appropriate evidence to support claims. A grading rubric based on National Communication Association standards is used to assess the extent to which the supporting material is well researched, appropriately selected, well developed and audience adjusted.

4) Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

Students receive instruction on the appropriate use of PowerPoint, and are required to display data in chart and graphs, and photos, as appropriate for supporting material. Instruction in slide composition is provided (color, font, textural density, etc.) with respect to effectiveness and audience adaptation is discussed. Smooth integration of the PowerPoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated into the support material.

Students receive instruction regarding the power of language and the use of nonverbal communication as a means of influence, both intentional and unintentional. The artful use of linguistic devices, both common (simile, metaphor, antithesis, for example) and less well known (antistrophe, scala, chiasmus, for example) is discussed and practiced during in-class activities. Cultural awareness and rhetorical sensitivity are discussed in lecture and readings. A grading rubric based on National Communication Association standards is used to assess the use of language and of delivery in speeches.

5) Deliver speeches extemporaneously from a limited set of notes and within a specified time frame.

Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target time for the speech. Finally, justification and explanations are offered through lecture and reading for the reasons that
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Extemporaneous, timed delivery is important. Extemporaneous and timely delivery speaking are evaluated through direct observation of the 'limited set of notes' and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

6.) Perform responsively the stages of ethical debate with attention to appropriate roles enacted and knowledge accrued.

Students are introduced to ethics of debate through readings and lectures from both a classical perspective, The good man speaking well (Quintillian) and from a contemporary perspective (codes of ethics, both public and personal.) Additionally, students are apprised of the principle that communication and ethics are inextricably intertwined (Miller) and therefore every communicative act carries an ethical responsibility. The final debate, especially, is evaluated according to departmental rubric for ethical adherence. Additionally the use of solid reasoning and adequate source citation contribute to this evaluation.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

7.) Engage in civil dialogue with a team to define and explain socially significant topic.

Students are introduced to the tenets of civil dialogue through lecture, readings and with special reference to the principles of the U.S. Founders. Together with a team, students work on a semester long project to frame a civil debate on a topic of significance to our society to day. Performance of the final civil dialogue is evaluated by Departmental rubric.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

1) Evaluate and critique arguments (individual claims and extended argument chains) using standards of argument construction, identification of fallacies, type of evidence, and source credibility.

Students produce formal, full-sentence outlines for each of the graded speeches and debates. Through the use of readings, lecture, outline templates and argument diagrams, students are lead through the principles claim, evidence and warrant. Outline and diagrams are both planning and invention documents as well as a documents that are diagnostic in nature. The outline also establishes a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using MLA style and include a complete bibliography or works cited page. Students are required also to cite sources orally during the delivery of their speeches and debates. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, diagrams, peer-evaluations and self-evaluations are evaluated by departmental rubric.

6.) Responsively perform the stages of ethical debate with attention to appropriate roles enacted and knowledge accrued.

Students are introduced to ethics of debate through readings and lectures from both a classical perspective, The good man speaking well (Quintillian) and from a contemporary perspective (codes of ethics, both public and personal.) Additionally, students are apprised of the principle that communication and ethics are inextricably intertwined (Miller) and therefore every communicative act carries an ethical responsibility. The final debate, especially, is evaluated according to departmental rubric for ethical adherence. Additionally the use of solid reasoning and adequate source citation contribute to this evaluation.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SYLLABUS
COMMUNICATION 243, SECTION 502: ARGUMENTATION AND DEBATE
MWF: 10:20-11:10AM, Bolton 018
TEXAS A&M UNIVERSITY—SPRING 2013

Instructor: Mr. Adam Gaffey 207 Bolton Hall  E-Mail: ajgaffey@tamu.edu
Telephone: 845-5590    Office Hours: M F, 11:30AM-1:30PM, by appointment.
Note: I normally check and respond to student e-mail through 6PM. Whenever possible, please refrain from last minute, late-night messages and plan accordingly.

Course Director: Dr. Jones Barbour    E-Mail: jonesbarbour@tamu.edu


Helpful Links:
—To read the U.S. Constitution with notes, see: http://topics.law.cornell.edu/constitution.
—To search court rulings, start with: www.law.cornell.edu; www.findlaw.com; www.oyez.org; www.supremecourts.gov; www.landmarkcases.org
—For general tips on academic writing, see: http://owl.english.purdue.edu and The Elements of Style, by Strunk and White: http://www.bartleby.com/141/

TAMU Undergraduate Catalog Summary of COMM. 243:
"Principles of argumentation and skills of debate, including reasoning, evidence, refutation, and briefing."

Course Description:
Argumentation is the study of practical reasoning. When we argue, we engage in the process of justifying decisions under conditions of uncertainty in the presence of competing values or opposing viewpoints. Debate is the application of argumentative strategies in order to demonstrate differences in factual, evaluative, or policy positions. Both topics carry equally rich history and relevant application to social and political interactions. This class is designed to enhance and improve your skills in engaging public argument through written and spoken assignments, as well as a semester-long group assignment culminating in a formal debate. Our semester focuses substantial time on topics such as persuasion, ethics, critical thinking, and public advocacy, all inherently tied to the larger subject of argumentation. Assignments are designed to let students demonstrate their knowledge and application of key concepts and to prepare their involvement in this important subject in their social lives.

As a student in this class, it is imperative that you presume every issue and argumentative claim has multiple viewpoints and distinctive values. Recognizing this dimension of living a pluralistic society is a cornerstone to this class. Numerous assignments and exercises will ask you to assume a point of view other than your own. It is natural to disagree. It is not okay to approach an argument with an attitude that builds an unfair, immature, or hostile environment for mutual discussion and discovery. Knowing what you believe is an important place to start, but knowing how to effectively argue your position is the essential step toward a meaningful exchange with others.
**Learning Outcomes:**
By the end of the semester, the successful COMM. 243 student will be able to:

1) Evaluate and critique arguments (individual claims and extended argument chains) using standards of argument construction, identification of fallacies, type of evidence, and source credibility.

2) Produce arguments (individual claims and extended argument chains) that adhere to standards of argument construction and avoidance of fallacies.

3) Research, select, and develop appropriate background and supporting material to support arguments with consideration for the audience.

4) Express ideas artfully, both verbally and nonverbally, with respect and sensitivity for themselves and their audience.

5) Deliver speeches extemporaneously from a limited set of notes and within a specified time frame.

6) Responsively perform the stages of ethical debate with attention to appropriate roles enacted and knowledge accrued.

7) Engage in civil dialogue with a team to define and explain socially significant topic.

**Please see additional information about Core Curriculum Components of this course on page 8 of the syllabus.**

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**Course Policies:**
— Assignments will be discussed in advance and should be turned in on time (the start of class, never after). Schedules for speeches and debates will be made in advance. You are expected to meet deadlines on all papers, speeches, and debates.

— Grades will be updated regularly on elearning (check-in with the website regularly). Questions on grades should always take place in-person and not over e-mail whenever possible. Students should wait a minimum of 24 hours after feedback has been received to discuss grades. Always feel free to arrange a time to meet and discuss your performance in this course.

— Students should always come to class. If and when you need to miss class for an excused absence, it will be expected that you submit any completed work the following class period in order to receive credit, unless arrangements have been made in advance.

— Your attendance and participation is crucial to this class. Roll will be taken at the beginning of each session. Each student is allowed three unexcused absences during the semester. Additional unexcused absences means a grade deduction (four unexcused absences means one grade deduction, five unexcused absences means two grade deductions, and so on). The reasoning on absences from class is elaborated in the Texas A&M University Student Rules, Part I (Academic Rules), Section 7 (Attendance). Please read this at: http://student-rules.tamu.edu. In sum, “The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence.”
Academic Honesty: “An Aggie does not lie, cheat, steal nor tolerate those who do.”
Please visit aggiehonor.tamu.edu. Cheating, plagiarism, and other forms of dishonest
scholastic conduct will not be tolerated in this course. Details on punishment for
academic dishonesty can be found at http://student-rules.tamu.edu. Generally speaking,
plagiarism consists of passing off the work of others as your own.
If you did not write it, you need to cite it.

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 of their disabilities. If you believe you have a disability
requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call
845-1637. For additional information visit http://disability.tamu.edu.

Semester Grade Breakdown (I will not curve, enhance, or inflate final grades):
A= 90.00-100%  B= 80.00-89.9%  C= 70.00-79.9%  D= 60.00-69.9%  F= 0-59.9%
A= 450 and above; B=400 and above; C=350 and above; D=300 and above; F=0-299

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes (2 x 50 points)</td>
<td>100 Points</td>
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<tr>
<td>Fact Appeal Speech (For Group Debate)</td>
<td>50 Points</td>
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<tr>
<td>Film Response Paper</td>
<td>20 Points</td>
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<tr>
<td>Class Value Debate</td>
<td>50 Points</td>
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<tr>
<td>Research Bibliography (For Group Debate):</td>
<td>50 Points</td>
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<tr>
<td>Class Forum Debate</td>
<td>100 Points</td>
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<tr>
<td>Final Policy (Group) Debate (2x2):</td>
<td>130 Points</td>
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<tr>
<td><strong>POINTS POSSIBLE</strong></td>
<td><strong>500 Points</strong></td>
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DETAILS ON COURSE ASSIGNMENTS:

*Individual Work (270 Points)*

—**Quizzes (2 x 50 points each):** Twice throughout the summer session you will complete
an in-class quiz on relevant textbook material covered up to that point. Questions will be
multiple choice and short answer. Quizzes strive to capture the essential components of
the readings covered for the course. More than anything, these quizzes are meant to
ensure you keep up with the course reading and demonstrate your knowledge on course
content. Quiz days will be divided in half, with the first fifty minutes dedicated to taking
the quiz and the second half of the session dedicated to other course material.

—**Critical Film Analysis Paper (20 points):** We will view 12 Angry Men (1957) during
class. Your assignment will be to construct an analytical response to each film’s
depiction of argumentation and formal debate. More specific guidelines for completing
each paper will be distributed prior to the in-class viewing. Generally speaking, papers
should make a clear argument within 2-3 double-spaced pages, be typed in Times New
Roman Font with 1-inch margins, and provide appropriate in-text citations (use APA,
MLA, or Chicago consistently). Attach a separate “works cited” summary not included
in the page count. Please refrain from adjusting the page length through generous
spacing, wacky fonts, or using half of the first page to tell me your name and the class
title.
—Class Value Debate (50 Points): Students will take part in a value debate on an issue of collective relevance. This exercise and introduction to the debate process is very communal and collective in form, however, your work will be graded based on your own performance in arguing the issue. Effective completion of this assignment includes full participation from each class member, as well as an organized outline of an argument and a rationale establishing a standard of evaluation.

—Class Forum Debate (100 Points): Students will take part in a class debate on an issue of collective relevance. This exercise and introduction to the debate process is very communal and collective in form, however, your work will be graded based on your own performance in arguing the issue. Everyone is required to participate and prepare an assignment brief (more on this later) summarizing his or her argument. Briefs will count towards ten of the seventy-five possible points in the exercise and should include a minimum of three scholarly research sources. More will be said on debating procedures as the assignment nears.

Group-Related Work (230 Points)
Early in the semester we will divide into groups (depending on final enrollment, some creativity may be necessary). Each group will select a different topic of relevant and substantial public controversy. Topics need to have a considerable amount of disagreement to merit a sustained degree of analysis and discussion, while showing a clear policy and legal component. Sample topics or issues might include drug legalization, regulation of immigration/immigrant rights, the war on terror, education vouchers, affirmative action, gun control, or capital punishment, among many other possibilities. Your group will share research tasks and plan together the assignments listed below. Though time is allotted in the course schedule for in-class discussions, plan to meet with your groups outside of class throughout the semester as needed, especially as the policy debate nears.

—Speech: The Facts of the Case (50 Points)
Each group member will deliver a 5-minute speech prepared for a general audience that provides some key background on the group’s topic. Speeches should enhance audience interest and comprehension by providing, for example, a focused discussion on the historical background of the topic, definition of key terms, or the two (or more) sides of the controversy. Speeches should include and cite at least three scholarly research sources. In addition to delivering a speech for assignment credit, all students will be assigned peers to whom they will complete an argument flow chart and review of their speech performance. Some students have more experience in public speaking than others. We won’t spend a lot of time in class covering basic principles of organization and delivery, but I will provide brief handouts for basic tips. All in-class performances, this speech included, require that you speak from outlined notes and never a manuscript.

—Research Bibliography (50 Points):
In addition to providing a contextual overview in the issue speech, each group member will also contribute a 5-7-page research paper on relevant literature and rulings pertaining to their issue of focus. Each group member should write their own work and not overlap sources used by their fellow group members. This exercise allows groups to amass an impressive and diverse depth of sources to shape the collective understanding of the subject (multiple perspectives) while laying groundwork for claims used in the final
policy debate. Each paper should include at least one relevant court ruling (any level, but the more recent, the better) as well as four scholarly research sources, such as peer reviewed journals or studies on the topic. More details on the exact form of this paper will be elaborated in class; however, remember that individual group members will need to take different positions on the issue for final debates. Let this assignment teach you about the different claims on your issue and how those claims are reasoned. Papers should be typed in Times New Roman font, 1-inch margins, and consistently use MLA or Chicago bibliographic citations.

—Final Policy Debate (130 Points):  
Each group will engage in a two-person, two-sided policy debate on their respective issue with the remaining members of the class acting as a general audience. This exercise aims for maximum clarity and communication rather than bombast, dramatic exaggeration, or ad hominem attacks. More on form and procedures will be discussed in advance of this assignment. Failure to attend your policy debate will result in a zero for the assignment.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
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<tbody>
<tr>
<td>Week One</td>
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<tr>
<td>Monday, 1/14</td>
<td>Introduction to Class</td>
<td>Chapter One</td>
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<td>Wednesday, 1/16</td>
<td>Introduction to Argumentation</td>
<td>Chapter Two</td>
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<td>Friday, 1/18</td>
<td>Argumentation Continued</td>
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<td><strong>Last day to Add/Drop for Spring Semester</strong></td>
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<td>Week Two</td>
<td>MLK HOLIDAY—CLASS DOES NOT MEET</td>
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<td>Monday, 1/21</td>
<td>Introduction to Evidence</td>
<td>Chapter Five</td>
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<td>Wednesday, 1/25</td>
<td>Evidence Continued</td>
<td>Chapter Three</td>
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<td>Friday, 1/25</td>
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<td>Week Three</td>
<td>Lab Session with Dr. Steven Bales</td>
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<td>Monday, 1/28</td>
<td>Forms of Reasoning</td>
<td>Chapter Four</td>
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<td>Wednesday, 1/30</td>
<td>Reasoning Concluded</td>
<td>Barnet &amp; Bedau (EL)</td>
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<td>Friday, 2/1</td>
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<td>Week Four</td>
<td>Quiz One</td>
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<tr>
<td>Monday, 2/4</td>
<td>Begin 12 Angry Men</td>
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<td>Wednesday, 2/6</td>
<td>Conclude 12 Angry Men</td>
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<td>Friday, 2/8</td>
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<tr>
<td>Week Five</td>
<td>Ethics and Argumentation</td>
<td>Johannesen Chapter (EL)</td>
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<td>Monday, 2/11</td>
<td>Establish Ethical Code for Class</td>
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<td>Wednesday, 2/13</td>
<td>Public Speaking Impromptu Exercise</td>
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<td>Friday, 2/15</td>
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<td>Week Six</td>
<td>Fact Speeches (2-3 Groups)</td>
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<td>Monday, 2/18</td>
<td>Fact Speeches (2-3 Groups)</td>
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<tr>
<td>Wednesday, 2/20</td>
<td>Fact Speech Wrap-Up</td>
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<td>Friday, 2/22</td>
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**Week Seven**
Monday, 2/25
Wednesday, 2/27
Friday, 3/1

Moral, Practical, and Essential Arguments  Chapter Six
Modes of Evaluation in Debate
Class Value Debate

**Week Eight**
Monday, 3/4
Wednesday, 3/6
Friday, 3/8

Introduction to Fallacies  Chapter Eight
Fallacies Continued
Fallacy Exercise

Monday, 3/11
Wednesday, 3/13
Friday, 3/15

**SPRING BREAK—CLASS DOES NOT MEET**
**SPRING BREAK—CLASS DOES NOT MEET**
**SPRING BREAK—CLASS DOES NOT MEET**

**Week Nine**
Monday, 3/18
Wednesday, 3/20
Friday, 3/22

Introduction to Policy Debates  Chapter Ten
Essential Roles of Policy Debates  Chapter Eleven
Cross-Examination and Rebuttal Exercise

**Week Ten**
Monday, 3/25
Wednesday, 3/27
Friday, 3/29

Tying Together Facts, Values, and Policy
Class Analysis of Debate (Miller Center on Public Policy)

**Bibliography for Group Project Due**
**READING DAY—CLASS DOES NOT MEET**

**Week Eleven**
Monday, 4/1
**Tuesday, 4/2**
Wednesday, 4/3
Friday, 4/5

Review Class Forum Debate

*Last Day to Q-Drop Without Penalty*
Forum Debate, Day One
Forum Debate, Day Two

**Week Twelve**
Monday, 4/8
Wednesday, 4/10
Friday, 4/12

Policy Debate Run-Through
Policy Debate Run-Through
Catch-up Day—Finalize Group Debate Preparation

**Week Thirteen**
Monday, 4/14
Wednesday, 4/16
Friday, 4/18

Quiz Two
Policy Debates
Policy Debates

**Week Fourteen**
Monday, 4/21
Wednesday, 4/23
Friday, 4/25

Policy Debates
Policy Debates
Policy Debates

**Redefined days**
Monday, 4/28
Tuesday, 4/29

Policy Debates
Final Lecture: *Argumentation and Popular Culture*

**READING DAY—NO CLASS**
I asked students of COMM. 243 to offer advice to future undergraduates taking "Argumentation and Debate." Their advice is as follows:

"Don't pick a topic for debate that has a lot of moral arguments—harder to debate about with credible/objective sources."

"I know what you're thinking: 'this is an easy course.' I advise you to run like it's the plague."

"Begin working on assignments as soon as you can! Talk with the teacher about any concerns or confusion—he knows what he's doing, and he can point out things you may not have thought of for your debate."

"Come prepared and ready to work. Do not procrastinate and don't be afraid to mess up.

"Don't forget citations.

"Expect harsh grading. Don't procrastinate!"

"It's definitely not an easy class. Make notes on every chapter. Rehearse speeches the night before."

"Drop this course if you're looking for an easy A. I AP'd out of all my English courses, still got harsh grades on the essay. I am ending with a B. I'm a 3.5 student."

"When debating, often the side you are debating against is the most important side [to consider]."

"Prepare as much as possible for the final debate and get as many points as you can from the quizzes and analyses in case you do poorly on the final debate."

"Research both sides for the final debate."

"Stock issues are key for the final debate."

"Approach Comm. 243 with the expectation to learn. It is truly one of the most interesting and intellectual classes offered on campus. It is also the fastest way to learn about various important issues."

"Keep an open mind about argumentation. This class can help anyone significantly."

"Expect to work."

"Class is easy if you dedicate enough time."

"Take it serious from the beginning. If you're not willing to work, you won't get the grade you want."

"Turn in everything and re-read assignments."

"Organize your thought process."

"Begin research early; always stay on top of it to make sure you are ready for your presentation. Confidence is important to your grade."

"Research thoroughly, know what you're talking about. Relax. It's not that scary."

"Prof. Goffey will push you, keep up and the class will be rewarding."

"Don't look at the amount of work, panic, and drop during add/drop. I was overwhelmed and almost did, and I'm glad I didn't! It was an enjoyable class and I'm glad I stayed! Additionally, come to class, spend time researching (don't rush it), and practice before you speak. If you do that, there is no reason you shouldn't get an 'A'! Also, spend time on your writing assignments and don't blow them off, they will affect your grade."

"Not to take this course lightly."

"Practice all speeches beforehand."
“This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

**Critical Thinking** which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 1, 2 and 3, support especially the tenets of critical thinking.

**Communication** which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 3, 4, 5 and 6, support especially the tenets of communication.

**Teamwork** which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 7 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

**Personal Responsibility** which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 1 and 6 support especially the tenets of personal responsibility.