

SCOM 342.1 Syllabus Spring 2012

Course Information:

Argument & Advocacy
Tuesday/Thursday 12:30pm – 1:45pm
Moody 0205

Course Materials:

All reading are available through blackboard or an online research database. Any additional readings or viewings will be distributed in or prior to class.

Instructor Information:

Name: Paul E. Mabrey III
Office: 2276 E Harrison Hall
Office Hours: Tuesday/Thursday: 2:00pm – 3:30pm
By appointment
Office Phone: 540 – 568 – 4158
Email: mabreype@jmu.edu
Blackboard: blackboard.jmu.edu
Website: sites.jmu.edu/mabrey

Course Description:

The study of the techniques and principles of argument and advocacy. Emphasis on developing, presenting and defending a position on controversial questions. Consideration given to contemporary theories of public argument.

Learning Objectives:

- Understand the importance of argument and advocacy in everyday communicative practices
- Recognize and apply key theories, concepts and controversies from argumentation and advocacy studies
- Identify and evaluate arguments throughout mass media, government, corporate and other institutional discourses
- Synthesize and apply techniques from argumentation and advocacy studies in a variety of contexts; including but not limited to interpersonal communication in class, individual research papers and collaborative group projects

Academic Honesty

I adhere to James Madison University's Honor Code. Below is an EXCERPT but you should visit www.jmu.edu/honor/code.shtml for more information. Do not hesitate to ask should you have ANY questions. Individuals/groups caught will be punished.

"Students shall observe complete honesty in all academic matters. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

- Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.
- Giving false or misleading information regarding an academic matter.
- Copying information from another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit."

College of Arts & Letters First Week Attendance Policy:

At the instructor's discretion, any student registered for a class in the College of Arts and Letters who does not attend the first two (2) scheduled meetings of the class (or does not attend the first scheduled meeting of a class that meets once a week) may be administratively dropped from the class. Students dropped for non-attendance will be notified via e-mail by the Associate Dean of the College.

Students who fail to attend the first two meetings of a class for which they are registered but who do not receive an e-mail notification have not been administratively dropped by their instructor. Unless those students drop the course on their own, they will receive a grade at the end of the semester. All students are responsible for verifying the accuracy of their schedules and changes made in their schedule via e-mail and through the web.

Attendance:

Your presence, company and attendance are required for this class. I will take attendance at the beginning of every class. The class is structured such that frequent absences will significantly affect your final grade. **After your third absence, your final grade will drop half a letter grade for every subsequent absence. Excused absences are those absences sanctioned by James Madison University for university events. ASSIGNMENTS CANNOT BE MADE UP OR RETAKEN.**

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Anticipated Schedule:

Tu Jan 10	Introductions/Syllabus	
Th Jan 12	Why Study Argument/Advocacy POGIL	
Tu Jan 17	Introduction to Argument 1 POGIL	Acknowledgment Due
Th Jan 19	Introduction to Argument 2 POGIL	
Tu Jan 24	Introduction to Argument 3 POGIL	
Th Jan 26	Introduction to Argument 4 POGIL	Last Day to Withdraw
Tu Jan 31	The Toulmin Model POGIL	
Th Feb 2	The New Rhetoric POGIL	
Tu Feb 7	Evaluating Argument & Fallacies POGIL	
Th Feb 9	Presidential Campaign Political Argument 1 POGIL	
Tu Feb 14	No Class; Student Assessment Day	
Th Feb 16	Presidential Campaign Political Argument 2 POGIL	
Tu Feb 21	Midterm Exam	
Th Feb 23	Identification 1 POGIL	
Tu Feb 28	Identification 2 POGIL	
Th Mar 1	Political Argument POGIL	Mid Term Grades Due Mar 2 Project

Proposal Due

Tu Mar 6	No Class; Spring Break	
Th Mar 8	No Class; Spring Break	
Tu Mar 13	Argument Spheres 1 POGIL	
Th Mar 15	Guest Lecturer – Martin Carcasson (Director of The Center for Public Deliberation, Colorado State)	
Tu Mar 20	Digital Argument 1 POGIL	Project Outline/Bib Due
Th Mar 22	No Class; CEDA Digital Argument 2 POGIL	
Tu Mar 27	No Class; CEDA Project Outline and Bib Workshop	Project Outline/Bib Critique Due
Th Mar 29	No Class; NDT Visual Argument 1 POGIL	
Tu Apr 3	No Class; NDT Visual Argument 2 POGIL	
Th Apr 5	Visual Argument 3 POGIL	
Tu Apr 10	Arguments for War POGIL	
Th Apr 12	No Class; Madison Cup	
Tu Apr 17	Humorous Argument 1 POGIL	Project Paper Rough Draft Due Public Debate Critique Due
Th Apr 19	Humorous Argument 2 POGIL	
Tu Apr 24	Project Rough Draft Workshop	Critique of Project Rough Draft Due
Th Apr 26	Evaluations	
Mo Apr 30	Final Project Due	

Yellow highlighting indicates days for group-led debate on readings
Blue highlighting indicated days for individual argument artifact response

Daily Readings:

Why Study Argument

Wayne Brockriede. "Where is Argument?." Angela J. Aguayo and Timothy R. Steffensmeier. eds. *Readings on Argumentation* (Strata College: Strata Publishing, 2008): 9-12.
 Vicki Lens. "Advocacy and Argumentation in the Public Arena: A Guide for Social Workers." *Social Work* 50:3 (July 2005): 231-238.

Intro to Argument 1

Daniel J. O'Keefe. "Two Concepts of Argument." Angela J. Aguayo and Timothy R. Steffensmeier. eds. *Readings on Argumentation* (Strata College: Strata Publishing, 2008): 70-77.
 Wayne Brockriede. "Arguers as Lovers." *Philosophy and Rhetoric* 5:1 (Winter 1972): 1-11.

Intro to Argument 2

Robert C. Rowland. "On Defining Argument." *Philosophy & Rhetoric* 20:3 (1987): 140-159.

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Intro to Argument 3

Douglas Ehninger. "Argument as method: Its nature, limitations and its uses." *Speech Monographs* 37:2 (1970): 101-110.

Intro to Argument 4

Ray E. McKerrow. "Argument Communities: A Quest for Distinctions." Rhodes, Jack, and Sara Newell, eds. *Proceedings of the Summer Conference on Argumentation, 1979* (1980): 214-227.

The Toulmin Model

Charles W. Kneupper. "Teaching Argument: An Introduction to the Toulmin Model." *College Composition and Communication* 29:3 (October 1978): 237-241.

The New Rhetoric

James Crosswhite. "Universality in Rhetoric: Perelman's Universal Audience." *Philosophy and Rhetoric* 22:3 (1989): 156-173.

Evaluating Argument and Fallacies

Douglas N. Walton. "Bias, Critical Doubt, and Fallacies." *Argumentation and Advocacy* 28 (Summer 1991): 1-22.

Argument Spheres 1

G. T. Goodnight. "The Personal, Technical, and Public Spheres of Argument: A Speculative Inquiry into the Art of Public Deliberation." *Journal of the American Forensic Association* 18 (1982): 214-227.

Argument Spheres 2

Benjamin K. Sovacool. "Spheres of Argument Concerning Oil Exploration in the Arctic National Wildlife Refuge: A Crisis of Environmental Rhetoric?." *Environmental Communication* 2:3 (November 2008): 340-361.

John W. Delicath and Kevin Michael Deluca. "Image Events, the Public Sphere, and Argumentative Practice: The Case of Radical Environmental Groups." *Argumentation* 17 (2003): 315-333.

Identification 1

Maurice Charland. "Constitutive Rhetoric: The Case of the *Peuple Québécois*." *Quarterly Journal of Speech* 73:2 (May 1987): 133-150.

Identification 2

J. David Cisneros. "Latina/os and Party Politics in the California Campaign Against Bilingual Education: Case Study in Argument From Transcendence." *Argumentation and Advocacy* 45 (Winter 2009): 115-134.

Political Argument 1

David Zarefsky. "Strategic Maneuvering in Political Argumentation." *Argumentation* 22:3 (August 2008): 317-330.

Presidential Campaign Political Argument 1

G. Thomas Goodnight, Zoltan P. Majdik and John M. Kephart III. "Presidential Debates as Public Argument." *Conference Proceedings -- National Communication Association/American Forensic Association (Alta Conference On Argumentation)* (January 2007): 267-279.

Jerry L. Miller and Raymie E. McKerrow. "Political Argument and Emotion: An Analysis of 2000 Presidential Campaign Discourse." *Contemporary Argumentation & Debate* 22 (September 2001): 43-58.

Presidential Campaign Political Argument 2

Brian Kaylor. "No Jack Kennedy: Mitt Romney's 'Faith in America' Speech and the Changing Religious-Political Environment." *Communication Studies* 62:5 (2011): 491-507.

Digital Argument 1

Danielle R. Wiese. "Virtual Argument: How the World Wide Web Crafts Public Opinion." *Conference Proceedings -- National Communication Association/American Forensic Association (Alta Conference On Argumentation)* 1, (January 2003): 740-747.

Aaron Hess. "Democracy Through The Polarized Lens Of The Camcorder: Argumentation And Vernacular Spectacle On Youtube In The 2008 Election." *Argumentation & Advocacy* 47:2 (Fall 2010): 106-122.

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Digital Argument 2

Marcin Lewiński. "Collective Argumentative Criticism In Informal Online Discussion Forums." *Argumentation & Advocacy* 47:2 (Fall2010): 86-105.

Visual 1

David S. Birdsell and Leo Groarke. "Toward a Theory of Visual Argument." *Argumentation and Advocacy* 33 (Summer 1996): 1-10.

Jesús Alcolea-Banegas. "Visual Arguments in Film." *Argumentation* 23 (2009): 259-275.

Visual 2

An Inconvenient Truth. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Visual 3

Kathryn M. Olson. "Rhetorical Leadership and Transferable Lessons for Successful Social Advocacy in Al Gore's *An Inconvenient Truth*." *Argumentation and Advocacy* 44 (Fall 2007): 90-109.

Arguments for War

Carol K. Winkler. "Encroachments on State Sovereignty: The Argumentative Strategies of the George W. Bush Administration." *Argumentation* 22 (2008): 473-488.

Carol K. Winkler. "Parallels In Preemptive War Rhetoric: Reagan On Libya; Bush 43 On Iraq." *Rhetoric & Public Affairs* 10:2 (Summer2007): 303-333.

Humorous Argument 1

Robert Hairman. "Political Parody and Public Culture." *Quarterly Journal of Speech* 94:3 (August 2008): 247-272.

Chris Smith and Ben Voth. "The Role of Humor in Political Argument: How 'Strategy' and 'Lockboxes' Changed a Political Campaign." *Argumentation & Advocacy* 39 (Fall 2002): 110-129.

Humorous Argument 2

Christopher W. Tindale and James Gough. "The Use of Irony in Argumentation." *Philosophy and Rhetoric* 20:1 (1987): 1-17.

Assignment Points:

Process Orientated Guided Inquiry Learning (POGIL) Activities (23 total, 25 points each, drop lowest 3)	500
Mid-term Exam	100
Project Proposal	25
Project Outline/Bibliography	25
Project Rough Draft	50
Project Final Draft	100
Peer Outline/Bibliography Critique	25
Peer Rough Draft Critique	50
Public Debate Critique	25
Group Debate	50
Individual Argument Artifact	50
Total	1000

Grading Scale:

A	940-1000	B+	870-899	C+	770-799	D+	670-699
A-	900-939	B	840-869	C	740-769	D	600-669
		B-	800-839	C-	700-739	F	0-599

"C" is considered average. Points are not rounded; you receive what you have earned.

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Assignment Explanations:

Process Orientated Guided Inquiry Learning (POGIL) Activities: Classroom participation and learning are centered around these POGIL activities. You will work in groups throughout most of the semester during your POGIL activities. Each POGIL follows the same rough pattern:

15 minutes: Reading introduction and clarification. This is a time for us to ask clarifying questions on terms, definitions and concepts and create a shared knowledge of the readings. We will use this knowledge as the basis for our midterm and to guide subsequent daily activities.

20 minutes: Introduction. Each group will participate in group activities and discussion questions to introduce and build on concepts from the reading.

25 minutes: Application. Your group will build on the knowledge and skills from the introduction in applying reading information to examples from outside of class, roleplaying and other exploratory activities.

15 minutes: Reporting. Each group will reflect back on the day's activities. You will write down concepts learned, skills used, questions remaining etc. During the reporting session, you will also assess and evaluate each present member for his or her participation. This peer assessment from your group represents the 25 points for your POGIL participation. You will anonymously review each group member and the average will reflect each individual's score.

The Project: The project is your semester long engagement with a particular aspect of argumentation and advocacy that you choose. This project may take the form of a traditional academic research essay, position paper orientated toward institutional change or a public relations campaign portfolio. The project is broken up and divided over the course of the semester to encourage working on it as we progress through the course materials and to allow for constant feedback regarding the project. The final project should be around 15 pages.

Project Proposal: The first part of the project is the proposal. The proposal consists of a 2-3 page introduction to your project. You should take this opportunity to identify the type of project you are working on and begin sketching out what your project entails, argues and might look like. You should include at least five sources that have helped inform your project and/or that you plan on utilizing.

Project Outline and Bibliography: The second part of the project is the outline and bibliography. By this point, you should have a good idea of the argument or proposal you want to make and the literature you are drawing on for supporting material.

Your outline should clearly layout in detail and complete sentences the structure, flow and organization of your project. Your bibliography should contain at least ten different sources you are relying on to advance your arguments.

Project Rough Draft: The third part of the project is the rough draft. Your rough draft should be just that, a rough draft of your final project, whether a research, position or public relations campaign paper. Your draft should be 5-10 pages and have at least 15 different sources.

Project Final Project: The fourth and final portion of the project is your final draft. You are done; this is the last draft of your project paper. Your final project should be around 15 pages, include 15 different sources and be uploaded to blackboard.

Peer Outline and Bibliography: Each group member is responsible for responding and critiquing another individual's outline and bibliography from the group. You are expected to constructively and critically evaluate your peer's work for their argument structure, organization, evidence, coherence and overall persuasiveness. Your critique should include a brief summary of their argument and be no more than one single-spaced page. You should also suggest 2 additional pieces of research they might review for their project. This will all take place online via blackboard.

Peer Rough Draft Evaluation: Each group member is responsible for responding and critiquing another individual's rough draft from the group. Your critique should evaluate strength of argument, flow of information, argument organization, strength of sources, grammar, argumentative creativity and innovation and clarity. You are responsible for writing a 2-3 page (double-spaced) constructive critique of one other student's project. You will bring your critique to class for the day of the workshop where each student will discuss the critique with the author.

Public Speaking Critique: On Thursday April 12, 2012 JMU hosts the Madison Cup; a competitive public debate tournament. During the day, three preliminary debates and the final evening debate will happen. You are required to attend one debate and write a 1-2 page critique of the arguments advanced throughout the debate.

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Midterm Exam: The midterm exam will consist of short answer and essay questions assessing your knowledge and application of key argumentation and advocacy concepts. These concepts will emerge from our readings and classroom discussion of all classes prior to the exam. You will have 1 hour and 15 minutes the day of the exam to complete the midterm.

Group Debate: Your group is responsible for having a 20-minute debate that will address a key controversy or issue in day's readings. The debate will take the place of the POGIL introduction for that day. The group is responsible for identifying the key controversy, planning and executing the debate. The debate will be evaluated for creativity, understanding of key concepts, public speaking skills and argument structure. More information will be provided toward the beginning of the semester. The days for group debates are marked on the schedule.

Individual Argument Artifact: Each individual is responsible for identifying and sharing an artifact that exemplifies the argumentation and advocacy concepts from that day's readings. Every member of the group will contribute one artifact on a different day. These artifacts will take the place of the introduction in the group for that day. The individual member must also write a one-page response introducing the artifact and explaining the intersection between the artifact and readings. Artifacts may be anything; a song, tv clip, op-ed letter, university email, poster, anything that helps concretize and elucidate the readings.

Student Concerns and/or Accommodations:

If you have any special concerns please let me know as early as possible. If you have any special concerns please let me know as early as possible. JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Office Hours:

While I am almost always in my office during office hours, I occasionally step out to run an errand or visit with a colleague, debater or student. Dropping in without prior arrangements does not guarantee I am immediately available. Appointments are strongly encouraged to maximize time management for both student and faculty.

Grade Disputes:

If you wish to dispute a received grade, you must submit your grade dispute in writing within one week of receiving the grade in question.

Cell phones:

Please turn them off, put them on silent or vibrate. The only time anyone should be on a cell phone is for an emergency. NO TEXTING. If there is an emergency on campus, all of our phones should be vibrating.

Weather:

Decisions to close university operations will be made by the President or a designee. If the decision to close is made, announcements will be made on JMU radio station 1610AM, on the [JMU Home Page](#) on the World Wide Web and on area radio and television stations. When it is necessary to cancel classes due to weather or other emergency, we will hold class electronically, using Blackboard. Please check Blackboard if class is cancelled for assignments. Additionally, the university may be forced to cancel or reschedule final examinations. Decisions to close university operations will be made by the President, or a designee. If the decision to close the university and reschedule final examinations is made, announcements will be made as noted above. When the university closes due to weather or other type of emergency, faculty will administer regularly scheduled examinations at a time designated by the university. The official make up time will be designated as part of the closing announcement. Unless otherwise notified, examination locations will be the same as the location for the regularly scheduled exam. If it is determined that exams cannot be given because of inclement weather or other emergency, faculty will assign final grades to students based on the exams, tests and projects completed prior to the regularly scheduled exam date.

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Religious Accommodations:

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the [Office of Equal Opportunity](#) at (540) 568-6991 if you have additional questions.

Writing Guidelines:

Keep it simple. Identify yourself, the course, section, assignment and meeting time on the paper. You should use 12 point font, double-spaced and one inch margins all around. I don't care which format (Chicago, APA, MLA, etc) you utilize but please pick one and be consistent. Default to specific assignment guidelines if they differ.

Resources:

James Madison University has an amazing amount of quality services available to you as a student. Career & Academic Planning, Counseling and Student Development Center, University Health Center Outreach & Prevention Services and the Learning Resource Centers just to name a few.

Communication Center: <http://www.jmu.edu/commcenter/>

Writing Center: <http://www.jmu.edu/uwc/>

Drop/Add:

Students are responsible for registering for and/or dropping classes and for verifying their class schedules on e-campus.

Living Document:

The syllabus is a work in progress and subject to change. You will be notified of any changes.

SIGNATURE & ACKNOWLEDGEMENT:

I acknowledge that I have read and fully understand the material contained in the syllabus and this website.

By completing the following form, I agree to abide by the course policies set out in the syllabus and this website. Furthermore, on my honor, I will not give nor receive any unauthorized assistance on any assignment.

Name (print)

Date

Honor Code Signature