

FEB 26 2013

## Course Information

Date Submitted: 2/28/2013

Current Prefix and Number: CIS - Communication and Information Studies, CIS 184 - COMMUNICATING ARGUMENTS

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Minor - editorial change in course title or description which does not imply change in content or emphasis

Should this course be a UK Core Course? Yes

Composition & Communications - II

## 1. General Information

a. Submitted by the College of: College of Communication and Information

b. Department/Division: Communication and Information Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jeffrey VanCleave

Email: jeff.vancleave@uky.edu

Phone: 218-0355

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: Communicating Argument

Proposed Title: Communicating Arguments

c. Current Transcript Title: COMMUNICATING ARGUMENTS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System:

g. Current number of credit hours: 3

Proposed number of credit hours:

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Theories; strategies; techniques for researching, analyzing, constructing, and presenting oral arguments for and against selected contemporary topics and issues. Emphasis on in-class presentations.

Proposed Course Description for Bulletin:

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: CIS 184 is currently approved and being offered in the Instructional Communication Division. The course has been modified to conform with and meet the student learning outcomes of Composition and Communication II.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|DDESELL2|Deanna D Sellnow|Dept approval for ZCOURSE\_CHANGE CIS 184 (MINOR CHANGE)|20130207

SIGNATURE|CEMONA2|E C Monaghan|College approval for ZCOURSE\_CHANGE CIS 184 (MINOR CHANGE)|20130207

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE\_CHANGE CIS 184 (MINOR CHANGE)|20130225

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20130226

SIGNATURE|CEMONA2|E C Monaghan|Approval resent to approvers for ZCOURSE\_CHANGE CIS 184 (MINOR CHANGE)|20130226

**CIS 184**  
**Communicating Arguments**

**Instructor:** Dr. Jeffrey VanCleave  
**Office:** 107B Grehan Journalism Building  
**Office Hours:** 10 AM to 11 AM and 2 PM to 3 PM on Tuesdays/Thursdays or by appointment  
**Phone:** 859-218-0355  
**E-Mail:** jeff.vancleave@uky.edu

**Textbook:** Inch, E. S., & Warnick, B. (2010). Critical Thinking and Communication, 6<sup>th</sup> ed. Boston, Allyn and Bacon.

Additional materials and assignment sheets will be placed on BlackBoard

**Course Objectives:**

The principle purpose of this course is to prepare you to be more effective producers and consumers of public argument. The lectures and assignments in the course are designed to teach you to research, prepare, and successfully defend and argument in a public situation and critique the arguments of others in a logical and rational manner. The course will focus on the logic and structure of argumentation as well as those non-verbal and stylistic components which round-out a good argumentative presentation. While the principle focus of assignments is oral, several assignments will help students to develop skills in written argumentation as well. The course should assist you in developing an appreciation for the role argument plays in public affairs, policy development, and society's shaping of communal values. The skills developed in this course will help you in variety of other courses and ventures.

**Student Learning Goals:**

After completing this course, the student will be able to:

1. understand argumentation principles, conventions, strategies, and tactics
2. research evidence to support claims of fact/value and policy;
3. organize issues, claims, and evidence in a logical outline format
4. present value and policy debates using parliamentary debate formats
5. analyze, synthesize, and evaluate spoken and published arguments
6. analyze, synthesize, and critique visual arguments
7. demonstrate an ability to argue both sides of an issue with researched evidence
8. recognize, identify, and respond to fallacious reasoning
9. present cogent ideas in spontaneous argumentation contexts.

**Course Policies**

**Attendance and Participation**

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish these goals, you need to be in class every day. If you are absent on a day when an assignment is due or a quiz or exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

**Note:** You are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, 15 points will be deducted from your cumulative course grade. **If you fail to complete any of the 4 major assignments (papers or speeches), you will earn an “E” for the course.**

Absences beyond two per semester will be penalized by dropping your final course grade 5% (1/2 letter grade) for each such absence. If you exceed 5 unexcused absences, you will be unable to pass this course.

**Note:** Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises, call the Instructional Communication Division office (257-8370) to leave a message with Kaitlin Black or Erin Berger. Also, be sure to email your instructor as soon as you know about the situation.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order to consider them excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

## **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally, and freely circulated as to be a part of the public domain (Section 6.3.1).

***Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.***

## Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible by making an appointment or during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a *Letter of Accommodation* from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).

## Major Assignments (80% of total grade):

- **Balloon Debates (10% of total grade):** You, and several of your classmates, will be placed in an imaginary "hot air balloon." Each of you will assume the persona of an important person in history - living or dead. The balloon is sinking and occupants must be thrown overboard one-by-one as ballast. Your job is to argue why you should survive and the other occupants should be tossed out. If time permits, winners will meet each other in a "Balloon Off" to be held for the amazement and amusement of the class, and possibly the general public. Assignment requires the integration and citing of at least 3 sources.
- **Visual Argument Paper (20% of total grade):** You will write a 2000 word (minimum) analysis of a visual argument. The visual argument can be a political cartoon, billboard, PSA, or other instructor approved visual forms. Your analysis will focus on the construction of the argument, the perspective of the argument, and other relevance visual and argumentation elements. You must integrate your visual into the paper. Additionally, you are required to integrate and cite 6 sources related to visual argument and the context of your artifact (you are NOT allowed to cite the textbook).
- **Visual Argument Presentation (10% of total grade):** You will present a 4 to 6 minute speech focused on the analysis of your selected visual argument. You will need to design a PowerPoint or other presentational aid to accompany your speech.
- **Policy Debates (20% of total grade):** In the style of Policy Forum Debate, you and another classmate will partner up and face-off against another "team" from the class in a battle of wits over a topic of policy. Each student will receive an individual grade for their performance in the debate. Additionally, each student will write a reflection on their experience with their partner and the interactions with the other team in the debate. Each debate will be required to cite at least 4 sources in the course of the debate
- **Tests (10% each of total grade):** You will be given two tests during the semester. This will cover material learned in class and in your textbook. Format will consist of T/F, M/C, short answer, and essay

## Minor Assignments (20% of total grade):

- **Visual argument paper draft (2% of total grade):** Each student will write and turn in a rough draft of their visual argument paper. This draft will be reviewed and feedback provided by the instructor along with a set of peers as part of a revision process
- **Visual argument paper peer reviews (2% of total grade):** Each student will write at least two "peer review letters" as part of the revision process.



- **Policy debate critique (2% of total grade):** Each student will “judge” one of the in-class policy debates. This critique will focus on the comments on the arguments made in the debate and provide feedback to the participants.
- **Debate team dynamic reflection (4% of total grade):** Each student will write a 600 word reflection on their policy debate “team” experience. The reflection will focus on the group dynamics experienced with between a student’s partner and the other “team” in the creation of a resolution, joint research, and other debate related interactions.
- **Other in-class writing and activities (10% of total grade)**

**Grade Breakdown:**

Balloon Debate	10%		
Visual Argument Paper	20%	100% - 90%	A
Visual Argument Presentation	10%	89% - 80%	B
Policy Debate	20%	79%-70%	C
Mid Term Exam	10%	69%-60%	D
Final Exam	10%	59%<	F
Minor Assignments/ In-class Activities	20%		

**All major assignments must be completed in order to pass this course**

## Tentative Course Outline

### Week 1 -3 Introduction to Debate

During this section of the course, students will explore the basic concepts of debate and the foundations of argumentation. This will include discussing; What is argument? Presumption and Burden of Proof. What is Evidence?

### Week 4 Balloon Debates

During this section of the course, students will perform in-class their balloon debates

### Week 5-8 Reasoning and Visual Argument

During this section of the course, students will examine various perspectives on reasoning and elements of visual argument. *Mid-term exam will occur at the end of the 6<sup>th</sup> and beginning the 7<sup>th</sup> week depending on University scheduling. The visual argument paper will be due at the beginning of the 9<sup>th</sup> week.*

### Week 9-13 Policy/Parliamentary Debates

During this section of the course, students will examine the basis for arguing about policies, how to conduct cross-examination, and other argumentation skills.

### Week 14-15 Parliamentary Debates

During this section of the course, students will conduct in-class parliamentary debates

### Final Exam Week

During this week will take their second test of the semester.

**Course Review Form  
Composition and Communication II**

**Course:** CIS 184 - Argumentation Skills

**Reviewer Recommendation**

Accept  Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Assignments for one or more *major* projects grounded in scholarly research, delivered in *written and oral form with visuals* in a manner that a) is appropriate and effective for the audience, purpose and occasion and b) demonstrates advanced strategies for developing ideas and analyzing arguments, with emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis. These assignments must represent at least 70% of the final grade.

There are several major projects that involve written and oral communication with visual elements. Some of the project are more focused on the oral presentation of arguments (i.e. the balloon debate worth 10% of the total grade and the policy debate worth 20% of the total grade). The integration of writing and visuals occurs with the visual argument paper (20% of the total grade). Additionally, the class assigns an oral presentation of the visual argument paper (10% of the total grade). Each major assignment also contains minor assignments relating to the development of the project. These are listed with percentages on the syllabus.

Demonstration through readings, activities, and assignments that the development of at least one major scholarly project is the course's *primary educational focus*.

Each of the major projects in the course is designed for the students to develop an understanding of argumentation and various perspectives on argument. The textbook readings are designed to provide the student with the theoretical and conceptual foundations of argumentation and argument theory. The balloon debate is an assignment that introduces students to basic debate argument concepts (e.g. presenting a claim, making attack arguments, refutation) and research (students are required to integrate and cite sources in their speeches). The visual argument analysis paper is designed to advance the students understanding of argumentation and the importance of context with argument. The policy debate introduces students to a higher level of debate and argument with the need to coordinate with a partner and engage in cross-examination.

Readings, activities and assignments that require students to conduct significant research on a subject, using the resources of the UK Libraries and other sources.

Each of the major projects requires the students to conduct research and integrate it into their oral and/or written presentations. For example, each of the debates (the balloon and policy) have a source requirement. These sources can come from a variety of forms and locations, but students will be instructed to use the skills of evidence evaluation they will be taught in the course to determine the quality. Additionally, the visual argument analysis paper will require academic sources to support the students understanding of visual argument and general argument theory.

The processes through which students learn to refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.

For the visual argument paper, the students will be required to write a rough draft of the paper and receive feedback from the instructor and peers. In addition, each of the debates the student participates in will involve an evolving set of presentational skills. The assignments in the course are intended to build toward enhanced skills such that what they learn in one assignment can apply to the next.

Assignments and exercises that demonstrate students' ability to critique the oral and written and visual work of peers and professionals in a variety of contexts?.

The students will do peer reviews on the visual argument paper within a small group of their fellow students. Additionally, each student will be required to critique, in essence judge, at least one of the in-class policy debates.

Assignments or exercises that revise their written and oral and visual presentations, in collaboration with peers, instructor, librarians and pertinent members of the public.

As mentioned above, students will work with their peers in the classroom on the visual argument paper and the policy debate. Students also need to conduct library research and potentially interviews for these assignments as well.

Assignments or exercises that enable students to employ and evaluate formal interpersonal and small group communication skills effectively. These assignments must represent at least 15% of the final grade.

For the policy debate, a pair of students (a debate team) will work with another debate team to develop an agreed upon resolution (topic) for their debate. During this process, the teams will coordinate research and other debate related activities with their partner and other team. Each student will receive an individual grade for their performance in the debate. Additionally, each student will write a reflection on their experience with their partner and the interactions with the other team in the debate. The policy debate is worth 20% of the final course grade, with additional points allocated for reflection on the group process. Students will also utilize interpersonal and small group communication through peer review and in-class activities.

Reviewer Comments