

# Communication 112

## Introduction to Persuasion

### Course Syllabus

### Fall 2016

September 26<sup>th</sup> to December 9<sup>th</sup>  
MW 2:30-3:50pm  
Room: Takena Hall 217  
CRN: 21391

#### Instructor Information

Mark Urista, M.A.  
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541-917-4522

Office: South Santiam Hall 201  
Office Hours: MWF 1-2pm  
Also available by appointment

#### Course Description

Studies the theory and practice of persuasion and persuasive techniques. Students learn to analyze, develop and present persuasive messages. Introduces the nature and logic of reasoning, persuasive propositions, issues and claims, the use of evidence and rational discourse.

#### Outcomes

##### State of Oregon

As a result of taking General Education Speech Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals
- Respond to the needs of diverse audiences and contexts
- Build and manage relationships

##### LBCC

As a result of taking Comm 112, a student should be able to:

- Create discourse designed to influence human interaction
- Deliver messages designed to modify attitudes, beliefs and behaviors
- Identify and critically analyze persuasive artifacts

##### Student Learning Objectives for This Course

Students who pass this class will demonstrate the ability to:

- Develop persuasive claims using the Toulmin Model
- Locate appropriate sources of information through proper research
- Critically analyze propositions and identify fallacies
- Effectively deliver and refute arguments in a professional manner
- Empathize and collaborate with others
- Participate in rational discourse

#### Course Text

Crossman, M. (2006) *Burden of Proof: An Introduction to Argumentation and Guide to Parliamentary Debate* (3<sup>rd</sup> ed.). Mason, OH: Cengage Learning.

## Assignments & Quizzes

<b>Speaking Assignments</b>	<b>Points</b>	<b>Quizzes</b>	<b>Points</b>
Advocacy Speech	5 points	Quiz #1	10 Points
L/D Debate	15 points	Quiz #2	10 Points
Fact/Value Debate	20 points	Quiz #3	10 Points
Policy Debate	20 points		

  

<b>Written Assignments</b>	<b>Points</b>
In-Class Debate Critiques	5 points
Audience Analysis Paper	5 points

## General Information Pertaining to Debate Assignments

Debate assignments will require four important steps:

- 1) Gathering appropriate information on your debate topic
- 2) Meeting with your partner outside of class (team debates only)
- 3) Preparing a brief
- 4) Rehearsing your arguments before the day of your debate

Your grade for each debate will be based primarily on your research, organization and delivery of the topic and position you are assigned. The format for the debates will be described in class and through supplemental reading material. If your partner flakes on your assigned date, you will have to debate by yourself.

Each debate will require you to speak extemporaneously with a brief. You must bring two briefs to class on the day you speak. You will give one to me prior to the debate and will use the second copy to deliver your arguments.

The use of complete source citations is a critical element of a well-developed argument. Each debate will require a minimum number of sources. Full credit will only be given for stating complete source citations orally while delivering your argument. Because you are speaking to a college audience, it is also expected that you will use credible sources. Information from teen magazines, tabloids and websites produced by extremists, bigots, or idiots must be avoided.

### **In-Class Debate Critiques**

You are required to complete six critiques over the course of the quarter. *Two critiques will be required for each debate. You will not receive credit for a critique that is poorly written or not turned in.* The critiques must be turned in on the day that the debates occur. You will only earn five points if every required critique is completed and turned in. You will not be allocated points for each individual critique.

## Quizzes

Each quiz will be multiple choice and have true or false questions. You will need an 882 scantron for each quiz. Questions will be based on material from assigned readings, class discussions and lectures. You can use any handwritten notes you make for each quiz. Make-up quizzes are not permitted without a valid, documented excuse.

## Classroom Policies

Success is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. *Every student has the potential to succeed in this class.*

\*Please note that college-level reading and writing skills (RD 115 & WR 121) are strongly recommended for success in this course.

**Attendance & Participation:** Your attendance impacts the quality of each student's learning experience. Thus, students are allowed to miss only two days of class. Your final grade will be lowered by five points for each day you miss class without a valid, documented excuse. If you are going to drop the course, you need to do it yourself. If you stop showing up without dropping, you will receive an F for the course.

*\*You must speak on the day you have been assigned.* If you miss class on a day you have been assigned to speak without a valid, documented excuse, you will receive 0 points for the assignment. If you show up on the day you are assigned to debate without a brief, you will receive 0 points for the speech. If you have an emergency and are unable to attend class on an assigned speech date, you must email me your brief before our class begins to verify that you were prepared to debate. If you foresee a time conflict with a speech date, please provide me with advance notice.

**Tardiness:** Two tardies equal one absence. If you are tardy by over 15 minutes, you will be marked as absent. If you leave class early, you will be marked as absent for the day. If you arrive late, let me know after class so I can sign you in on the roll sheet. *Please do not enter the room when another student is speaking. If you arrive late, wait to be let in.*

**Cell Phones:** Turn them off before entering the classroom. Text messaging is annoying and disrespectful. Don't do it.

**Tolerance:** In this class there may be times when you disagree with opinions being expressed. It is important that you respond to these opinions in an appropriate, respectful and professional manner. Healthy disagreement and discussion are a central component of this class and is encouraged, but must be done so on a professional and constructive basis.

**Special Needs:** Individuals requiring accommodation due to a documented disability and/or personal hardship should meet with me during the first week of class. I will do my best to assist you, provided that it does not compromise the academic integrity of LBCC. Students with disabilities should contact the Center for Accessibility Resources at 541-917-4789.

## Honor Code

LBCC is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Accordingly, if you exchange information with another student during an exam, use unauthorized sources during an exam, or submit someone else's work or ideas as your own in any of your assignments, you will receive an F for the exam/assignment and may be subject to further discipline.

## Nondiscrimination Policy

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

## Tentative Course Schedule

<b>Date</b>	<b>Activity/Lecture</b>	<b>Readings</b>
Sep. 26 <sup>th</sup>	Introduction to Course Discuss Advocacy Speech	
Sep. 28 <sup>th</sup>	Introduction to Argumentation	Ch. 1
Oct. 3 <sup>rd</sup>	<b>Advocacy Speeches</b>	Ch. 9
Oct. 5 <sup>th</sup>	<b>Advocacy Speeches</b>	
Oct. 10 <sup>th</sup>	Parliamentary Debate	Ch. 4
Oct. 12 <sup>th</sup>	Audience Analysis <b>Quiz #1 (Ch's 1, 4 &amp; 9)</b>	
Oct. 17 <sup>th</sup>	Inductive Arguments The Toulmin Model	Ch. 2

Oct. 19 <sup>th</sup>	Inductive Arguments cont... <b>Audience Analysis Paper Due</b>	
Oct. 24 <sup>th</sup>	Discuss and Assign L/D Debates Fallacies	Ch. 5 Ch. 3
Oct. 26 <sup>th</sup>	Fallacies cont...	
Oct. 31 <sup>st</sup>	<b>L/D Debates</b> <b>Quiz #2 (Ch's 2, 3 &amp; 5)</b>	
Nov. 2 <sup>nd</sup>	<b>L/D Debates</b>	
Nov. 7 <sup>th</sup>	<b>L/D Debates</b> Discuss and Assign Fact/Value Debates	Ch. 6
Nov. 9 <sup>th</sup>	Refutation Work with Partner	Ch. 8
Nov. 14 <sup>th</sup>	<b>Fact/Value Debates</b>	
Nov. 16 <sup>th</sup>	<b>Fact/Value Debates</b>	
Nov. 21 <sup>st</sup>	<b>Fact/Value Debates</b> Discuss and Assign Policy Debate	Ch. 7
Nov. 23 <sup>rd</sup>	Policy Stock Issues Work with Partner <b>Quiz #3 (Ch's 6, 7 &amp; 8)</b>	
Nov. 28 <sup>th</sup>	<b>Policy Debates</b>	
Nov. 30 <sup>th</sup>	<b>Policy Debates</b>	
Dec. 7 <sup>th</sup>	<b>Policy Debates</b>	

\*Please note that assignments, policies and schedule are subject to change upon instructor's discretion.