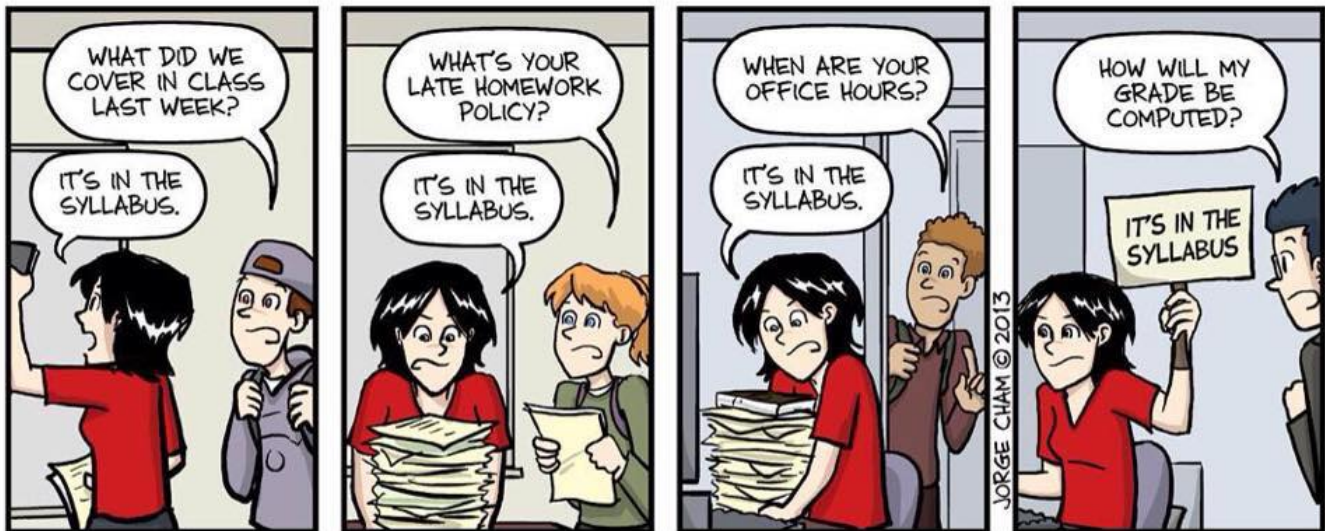


COMMUNICATION AND CRITICAL THINKING (COM 210)
Section 1 (MWF 10 am, Fell 176)

Instructor: Chad Woolard
Office: Fell 422
Office Phone: 438-8270 (direct line/voice mail)
Office Hours: T 1-3 pm or by appointment
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IT'S IN THE SYLLABUS

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WWW.PHDCOMICS.COM

CATALOG COURSE DESCRIPTION

Principles of critical thinking, argumentation, and advocacy and their expression in electronic, oral and written contexts.

COURSE MATERIALS

Textbook:

Freeley, A. J., & Steinberg, D. L. (2014). Argumentation and debate. Boston: Wadsworth.

COMMUNICATION AS CRITICAL THINKING (COM 210) COURSE GOALS

- 1) Students will hone their research and critical thinking skills
- 2) Students will become more critical consumers and producers of ideas and information (using analytical reasoning skills in the reception, collection, and presentation of ideas).
- 3) Students will enhance their ability to link claims together to form full arguments
- 4) Students will become more effective communicators in a democracy (demonstrating ethical communication, considering multiple perspectives on controversial issues, and managing conflict).

ASSIGNMENTS AND EVALUATION

Defining Critical Thinking Paper	10 pts
Refuting Arguments Paper	40 pts
Affirmative Case Brief	40 pts
Negative Positions Brief	40 pts
Policy Debate Strategy Sheet	15 pts
Policy Analysis: Group Member Evaluation	25 pts
Policy Debates I	80 pts
Policy Debates II	80 pts
Policy Debate Flows (12)	60 pts
Applied Debate Paper	10 pts
Fallacy Detective Quizzes	100 pts
Total Points:	500 pts

The grading scale is a standard ten percentage point scale:

90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

COURSE POLICIES:

ATTENDANCE AND PARTICIPATION:

Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. It is important that students are engaged in discussion and also express their opinions and thoughts to the class, even if it is something other students have expressed. It is in your best interest to attend class regularly; the reading, lecture, class discussion, and activities are directly related to the course assignments and final grade for the course.

UNIVERSITY BEREAVEMENT POLICY: Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work. More information is available in the Student Bereavement Policy at <http://policy.illinoisstate.edu/students/2-1-27.shtml>.

ASSIGNMENT DUE DATES: All speeches, assignments, and exams must be completed on the date assigned. If you do not turn in assignments the dates they are due you will receive a ZERO for that assignment unless an alternate due date has been previously approved or documentation has been provided for extreme circumstances. I do not accept any emailed assignment—all assignments need to be submitted in print or through Reggienet. In some situations, I may allow you to email an assignment and later turn in a paper copy; however, this requires prior permission.

BEHAVIORAL EXPECTATIONS POLICIES AND PROCEDURES:

Professional Courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to

class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

Presentation Etiquette. On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a presentation is in progress.

Behavioral Expectation Policy. Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

EMAIL ETIQUETTE: I use email to deliver some course materials and assignments in addition to Reggienet and the textbook websites. I also will answer questions and address problems through email. I encourage you to email with this issues and concerns; however, I need some basic information from you to properly and quickly answer your email: 1) A subject line that tells me what you are emailing me about (i.e. Assignment, Question about X assignment, etc.). 2) Your full name, most of the time the only information I get through the email system is your email address, not your full name. 3) Your class section or class time. If you can provide me with this information I can quickly address your concerns.

CHEATING/PLAGIARISM: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else's work warrants plagiarism. Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Community Rights and Responsibilities.

SPECIAL NEEDS: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website.

MENTAL HEALTH RESOURCES: Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

Tentative Schedule
(All assignment and dates are subject to change)

Week 1 (Jan 12-16)

(M) Course Introduction

(W) Argumentation and Debate in Practice **Ch. 1 & 2**
Assign Defining Critical Thinking Paper

(F) Argumentation and Debate in Practice **Ch. 1 & 2**

Week 2 (Jan 19-23)

(M) **No Class, MLK Jr. Holiday**

(W) Argument and Critical Thinking **Ch. 3 & 4**
Assign Refuting Arguments Paper
Assign Fallacy Detective Quizzes

(F) Argument and Critical Thinking **Ch. 3 & 4**
Defining Critical Thinking Paper Due

Week 3 (Jan 26-30)

(M) The Debate Resolution/Proposition **Ch. 6 & 7**

(W) The Debate Resolution/Proposition **Ch. 6 & 7**

(F) The Debate Resolution/Proposition **Ch. 6 & 7**
Refuting Arguments Paper Due

Week 4 (Feb 2-6)

(M) Evidence and Research **Ch. 8-10**

(W) Evidence and Research **Ch. 8-10**

(F) Affirming the Resolution/Proposition **Ch. 11**
Assign the Affirmative Case Brief

Week 5 (Feb 9-13)

(M) Negating the Resolution/Proposition **Ch. 12**
Assign the Negative Positions Brief

(W) Cross-Examination and Refutation **Ch. 13 & 14**

(F) Listening and Evaluation Skills **Ch. 15**

Week 6 (Feb 16-20)

(M) Debate as Public Speaking

Ch. 16

(W) Policy Debate Workday

(F) Policy Debate Workday

Week 7 (Feb 23-27)

Policy Debate Work Week

Suggested Task: Work on Fallacy Detective Quizzes

Week 8 (Mar 2-6)

Policy Debate Work Week

Suggested Task: Work on Fallacy Detective Quizzes

Affirmative Case Brief Due

Assign Policy Debate Strategy Sheet

Week 9 (Mar 9-13)

No Class, Spring Break

Week 10 (Mar 16-20)

Policy Debate Work Week

Suggested Task: Work on Fallacy Detective Quizzes

Policy Debate Strategy Sheet Due

Week 11 (Mar 23-27)

Policy Debate Work Week

Suggested Task: Work on Fallacy Detective Quizzes

Assign Applied Debate Paper

Negative Positions Brief Due

(F) Demonstration Debate and Flowing

Negative Positions Brief Due

Week 12 (Mar 30- Apr 3)

(M) Policy Debates I

**DEBATE MATERIALS AND FLOWS
DUE**

(W) Policy Debates I

**DEBATE MATERIALS AND FLOWS
DUE**

(F) Policy Debates I

**DEBATE MATERIALS AND FLOWS
DUE**

Week 13 (Apr 6-10)

(M) Policy Debates I

**DEBATE MATERIALS AND FLOWS
DUE**

(W) Policy Debates I

DEBATE MATERIALS AND FLOWS

	DUE
(F) Policy Debates I	DEBATE MATERIALS AND FLOWS DUE
<u>Week 14 (Apr 13-17)</u> Policy Debate Work Week	
<u>Week 15 (Apr 20-24)</u> (M) Policy Debates II	DEBATE MATERIALS AND FLOWS DUE
(W) Policy Debates II	DEBATE MATERIALS AND FLOWS DUE
(F) Policy Debates II	DEBATE MATERIALS AND FLOWS DUE
<u>Week 16 (Apr 27-May 1)</u> (M) Policy Debates II	DEBATE MATERIALS AND FLOWS DUE
(W) Policy Debates II Assign Group Member Evaluations	DEBATE MATERIALS AND FLOWS DUE
(F) Policy Debates II	DEBATE MATERIALS AND FLOWS DUE
<u>Week 17 (May 4-8)</u> FINALS WEEK:	
(W) May 6	
1. ALL FALLACY DETECTIVE QUIZZES DUE	
2. GROUP MEMBER EVALUATIONS DUE	
3. APPLIED DEBATE PAPER DUE	