



COM 231: ARGUMENTATION AND DEBATE
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Debate Team Practices: Tues/Thur 4:00 –6:00 in COM 202 and/or Cabrillo Annex Speech Lab

COURSE OBJECTIVES:

1. **THEORY:** To develop an understanding of the theory and forms of argumentation and debate.
2. **PRAXIS:** To learn to apply argumentation theory by performing successfully in various exercises in written and oral persuasive adversarial communication and debate.
3. **SKILLS:** To demonstrate specific skill development in the areas of reasoning, critical thinking, questioning, and organizing ideas and supportive (research) documentation into logical proofs, or arguments, and to practice and develop eloquence in public speaking situations.
4. **FUN:** To prepare students for an enjoyable and successful experience in intercollegiate competitive Parliamentary debate in a game-like learning atmosphere, which fuels lifelong learning enhancement.
5. **PERSONAL DEVELOPMENT:** To gain competence and confidence in formulating core life principles, defending or positing a persuasive view in adversarial situations, which can enormously benefit the student in real world situations concerning matters of faith, personal well being or conviction, family, career or public service and ministry.

COURSE PARADIGM:

I have four strong foundational presuppositions for debate, aside from the conviction that all things are possible through Christ Jesus (which is not a bad fallback position for any challenging class by the way, feel free to cross apply it to other situations at no extra charge).

1. The first is that **Debate is a Game**. It is a fun game that teaches life enhancing skills; but at its core, it is still just a game. That means it is to be played with, experimented with, enjoyed, and practiced with a view towards how to improve one's mastery of the skill taught by the game. It is not something to be feared. You are not baring your insides to have strangers attack everything you hold dear. You are instead playing a role with an assigned objective. Win or lose, you simply play the game again, and try to improve on your old mark. Eventually, elsewhere you will better be able to advance causes you passionately believe in through the skills developed on this game.
2. The second belief is that **you can do this far better than you initially suspect**. The major limitations you will face will be those you place on yourself. If you are willing to go for it and commit yourself to winning and learning and growing, you will be amazed at how much you will learn and improve. My hope is that my belief in you will be contagious and you will believe more in yourself. The real key to being an effective debater, as with most other things in life, is that you have to believe in yourself first, before others will.
3. The third truth I have learned about participating in debate is that **learning to debate well can change your world and through you the world around you**. You will no longer look at the world or yourself the same way. Most people are just observers in life, not agents for change or improvement. You will learn to become a much better observer, which is a critical skill, and more importantly you will learn how to find what is wrong and find a way to make it better, both in the world around us and within yourself. This leap usually comes from analyzing the critical thinking and speaking skills you learned in the game, carefully and prayerfully assessing where they should be applied, and then applying them for the betterment of society.
4. The fourth principle may be the most important communication lesson you ever learn. As with all communication activities, you should **strive to be courteous and respectful at all times, putting yourself in the position of the others in the activity**. Be considerate of your partner, your opponents, the critic and the audience if any. Read Dale Carnegie's *How to Win Friends and Influence People*, or Tim Sanders' *The Likability Factor* for support and further suggestions on this important concept. Good communication begins with Respect.
 - Always **respect your partner's** ideas and input. Never make your partner look bad or feel bad about themselves or their arguments. Not only is this poor form, but also it is counterproductive as it hurts your in round personal and team impression management. You may have a better way, or completely disagree with your partner, but find a way to do so respectfully.

- Always **be courteous to your opponents**. Deontologically, it is the right thing to do, but it also makes sense strategically. If they want to take the low road and get ugly or nasty, let them. Good critics love to favor the abused side not only from an instinctive “sticking up for the underdog” motivation, but more overtly to teach the other team better manners. In life and debate always try to understand what the opposition believes and why. Don’t just assume that they are idiots because they disagree with you. Respect their reasons, then politely correct them, or if they are right - admit it and move on to the real point of contention (notice the strategic framing). You then become the reasonable **seeker of truth**.
- Also **be considerate of the critic** at all times. Most of the time these are bright, educated, over-worked underpaid people volunteering their time to help you learn important skills. Be appreciative of their sacrifice. Strive to make the round as easy to follow as possible. There are way too many arguments in most rounds. Filter it down to several BIG issues that favor your side of the resolution and show how they outweigh or subsume all other items. Try to be personable and entertaining as well as clear, compelling and logical. Be alert to the judge’s reactions to all major arguments and respond accordingly. It is easy to respect the judges that vote for you, work on being respectful to those that drop you and be sure to politely find out how to do better next time.
- Finally, **be respectful of the audience**. Even if the audience is pulling for the other team, never alienate the audience. Instead use charm, humor and logic to guilt them into treating you and your arguments more fairly. Alert judges will see and appreciate your approach.

Good luck, God bless, learn a lot, and have fun.

TEXTS:

- Meany J, Shuster K. (2002). *Art, Argument and Advocacy: Mastering Parliamentary Debate*. IDEA Press.
- *Argumentation and Debate Handbook*, by Skip Rutledge (samples, handouts, briefs, assignments, and theory articles and papers written by the instructor). Material will be posted on E Class for easy and affordable access.
- One good daily newspaper such as the *San Diego Union Tribune*, the *L A Times*, the *New York Times*, *The Washington Post*, *The Christian Science Monitor*, etc. Electronic versions are fine, and less expensive. Pay particular attention to the front-page section and the opinions of the editors’ pages, especially on Sundays.
- One comprehensive weekly news magazine such as *Time*, *Newsweek*, *U.S. News and World Report*. *The Economist* is the best for international stories.

CELL PHONE WARNING:

Electronic interruptions and distractions in class are rude and unacceptable. You must turn all such devices off before entering the class. Any electronic interruption of class **or personal use of** mobile communication device will result in grade reductions – as it sends messages of disinterest and disengagement, when the objective of communication is engagement and interest. This warning also includes using laptops for catching up on e-mail, communicating with others, etc, anything beyond note taking or research purposes for this class.

PLAGIARISM & ETHICS:

Your integrity and character are two of the truest measures of your worth. Status, money, power, fame, family, friends, looks, etc. can all be misleading and fleeting indicators of who you are at best, and can be taken away by outside forces in a blink of an eye. Only you can truly diminish your own character and integrity, as it is what you are when no one else is looking. Guard this jealously. What you are truly worth is entirely up to you. Please debate with integrity and high ethical standards.

Assuming credit for another's work without providing complete and accurate references is strictly prohibited. If this occurs, the offending student(s) will fail the assignment and probably the class. A recommendation to suspend or expel the student may also be forwarded to the Provost. Ignorance is no defense. Ask ahead of time if you have questions. Plagiarism is considered one of the worst possible offenses in most colleges and universities. That is especially true in a university attempting to promote Christian ideals. Fabricating or falsifying evidence to support your view or claim is even worse. Lying is unacceptable, even in this game-like environment of debate. I have heard and seen individuals that seem to believe that lying or cheating on small things is acceptable because the issue is so small, like stealing a newspaper or sneaking into a second movie. Have you considered that it is not the cost of the paper or the movie that we are discussing but instead the worth of your character or integrity? Don't place too small a cost on that please. I won't.

CURRENT EVENT AWARENESS:

Students will be required and expected to keep up with the daily news of local, national and international importance. Not only is this a hallmark of a well educated person it is critically important in order to faithfully uphold one's citizenship responsibilities in a democracy. What good is the right to vote when votes are based on ignorance? It is not enough to simply know the big picture or even the big details. You should dig for opposing views and try to analyze issues at a deeper level. Expect quizzes and debates to include questions on these current events. Especially, know your leaders, both nationally and internationally. Who currently holds cabinet positions? Who are the foreign heads of states, etc? One other advance warning, know your U.S. Constitution! Read it. Learn it. Love it. And yes, it could be on the test. ☺ Finally, for those of you that know and respect the power of prayer, please ***pray for your leaders daily***. Awareness of specific issues and particular leaders can allow for a more focused and effective prayer life, and will hopefully result in better policy.

GRADING POLICY:

Grade points will be awarded for each assignment as listed below. Grade points will also be awarded for attendance, class participation, and tests as follows:

1. Tests and Quizzes	200
2. Assignments	300
TOTAL POSSIBLE GRADE POINTS	500

To receive an "A" or a "B" grade, a student must satisfactorily complete every assignment, meaning that even if your points suggest an A is earned if you did not satisfactorily complete an assignment, the best you can earn is a "C+". The grading scale is demonstrated here for the "B" range: 80-81 % = B-, 82 – 87% equals a B, 88-89% = B+. Cross apply scale to the 90s for "A"s , 70s for "C"s, etc. .

ASSIGNMENTS:

A. WRITTEN: POSSIBLE POINTS

1. Government Brief & Affirmative Case	100
2. Opposition or Negative briefs	100

B. ORAL

1. In Class Debates	50
2. Compete in 2 Debate Tournaments	50

TOTAL POSSIBLE ASSIGNMENT POINTS **300**

Exam Points Possible **200**

1. Midterm (100)
2. Final - Oral and Written (100)

BRIEFS:

Each person will be responsible for researching, constructing and submitting two well-crafted briefs on the negative side of a resolution, and an affirmative case surrounding one of various current event issues. You will select these issues in class based on which current events you are most interested in learning more about. You will with the approval of the instructor select a resolution, and research arguments for and against that resolution. Your research will begin as concept briefs with different quotations from various expert sources supporting pertinent arguments. These arguments will be developed into two negative briefs (including at least one disadvantage and either a harm mitigation brief, or a counterplan or critique brief), and one affirmative case per person. The points per assignment are shown above.

TESTS:

A midterm and final exam will also be given, consistent with class schedules. Please also be prepared for periodic (though not necessarily pre-announced) quizzes covering the assigned reading and material covered in class, and current events. Your in-class debates will be open note, open computer during the preparation time, so feel free to access whatever material you have accumulated for your practices.

ATTENDANCE POLICY:

Snooze - ya lose! Success in this class requires strong attendance, engagement and attention. Excused absences include only: A) Provost's approved college activities, and B) written Doctor's excuse for emergencies. This is a performance-oriented class. Practice debates must start at the very beginning of class. Tardy entries and early departures create rude disturbances that may negatively impact your classmates' concentration and your grade. Please be considerate and arrive a bit early. Three tardies = 1 absence. **Excessive absences (beyond 2 class periods) will result in lowered grades. Missing four classes is grounds for failure.** Please do not assume that medical appointments, job issues, interviews, or family commitments, or even friends that need your help are excused absences. They are just absences. Bathroom breaks and water cooler appointments are on your time, not class time. Thanks.

DUE DATES AND DEADLINES:

Written assignments missed due to an excused absence must be made up by the following class. Missed written assignments due to unexcused absences may be turned in up to 1 class late for half credit. Oral assignments will be made up on a time available basis only (with no guarantees that time will be available. If it is not, the assignment will be awarded a grade of F). **Don't even think of missing a practice debate.** This negatively impacts 3-5 other grades and throws an entire class session off and cannot be condoned!

TOURNAMENT PARTICIPATION:

One of the most exciting and unique challenges, opportunities and requirements of this course is that each student is required to participate in two intercollegiate tournaments during the semester. The purpose is to allow the students to enjoy using and testing the skills they have developed in class within the ultimate crucible of learning, the real world. Remember a few important items to help reduce the anxiety level.

- **First**, you will usually be in a Novice Division of other beginners like yourself.
- **Second**, your grade is participation based, not performance based. As long as you compete and seriously try, you receive 100% of the possible grade points for the tournament assignment. You can lose all 10 rounds (for the two tournaments combined and still receive an A+ for this part of the grade.
- **Third**, it is a lot of fun (remember that debate is a game, an educational game).
- **Fourth**, and finally, you will learn so much more from really participating than you could ever learn just from reading about it. It seems for some that the course really first begins at that first tournament, as that is when the lessons start to make sense and seem more significant.

The whole class will be expected to compete in two different tournaments. The one day Tournament at Grossmont College in mid November is a good one for all to participate at. It is the closest, is affordable, and is held at the best time. The class debaters will be responsible for entry fees and judging fees for the second tournament, but the team will try to help with the fees for Grossmont. Entry fees range from \$30 to \$100 dollars a team depending on the tournament (Grossmont has been \$30 per team), and judges run from \$50-100 per tournament. We will try to help locate judging for the Grossmont tournament from our alumni to minimize these fees. But it is doubtful we can find enough to cover all the teams. Should either of these tournament dates not work with your schedule it may be possible for you to attend another tournament, but all related expenses would be born by you individually (for away tournaments remember this includes lodging, meals, and transportation as well as entry fees and judges. There is a free warm up tournament at El Camino College in September, and another free one at Irvine Valley College in October, and PLNU may even add another event. For attending more than the required two tournaments, you can earn you extra credit for the class.

DEBATE TEAM INVOLVEMENT:

PLNU has an intercollegiate debate team that meets and practices twice weekly (T/R 4:00 to 6:00) and competes against other colleges and universities on weekends. Debaters from the class are encouraged to consider joining this team at any point in the semester, but the sooner you decide the better it is, and the easier you will find it. A major part of our school's success (winner of multiple National Championship titles) through the years comes from members of this class with no previous experience. Even if you are not interested in joining the team you are welcome to come and watch the meetings and the practice debates. This should help the concepts

to make sense, just through seeing them practiced over and over again. The more rounds you see the easier it is to debate. The more rounds you debate the better you become. Familiarity breeds understanding which enables success.

You should never feel, though, that by not being on the team you are hurting your chances to do well in this class. The course is designed with the assumption that everyone can earn a strong grade without doing anything other than class assignments (those must obviously be done very well for top grades). It is true that typically about a third of the class chooses to be on the team and that through all this extra work - above and beyond class requirements - they polish and perfect class relevant skills that allow them to exceed normal class standards. However, this does not mean that non-team members cannot also do very well; many do. The important thing to remember, as you should with any performance assignment, is that practice makes perfect. The unique difficulty with debate is that practicing alone is very difficult. Whether you join the team or not, partner up with other class members to practice periodically. The class size is too large to allow everyone to practice in class each day.

Note: The most important thing to get used to in the game of debate is flowing, the systematic system of note taking. Good flowing skills are essential to keep your thoughts and arguments organized, to respond to your opponent's points, and to leave a good impression with the critic. Watch as many rounds as you can, and flow every round you watch. Also, watch with the idea in mind that you are the judge. Who do you vote for and why? The more you flow and judge, the easier it is for you to then debate with the flow and the judge's decision in mind. You organize your attack or defense and you weigh issues for the critic, explaining why your arguments outweigh their arguments. That is good debating. Practice flowing lectures, the news, songs, standup comedy, whatever. . .

Some Tournament Tips

1. Dress for success. Professional attire. First impressions are very important.
2. Watch as many practice debates as you can before competing. If possible, even watch actual rounds at a tournament. Always flow when watching a debate round.
3. Practice a couple of times on both sides before competing in a tournament.
4. Plan on arriving an hour early to the campus. Assume it will be hard to find where to park, to meet the team, and to debate. Allow yourself time to get lost, find us, & relax.
5. Bring some money for meals. We often go out to a restaurant after the tournament to compare experiences, and swap war stories.
6. Relax and have fun. It is a game and you are interacting with other beginners. You get an A+ on the assignment for just competing seriously and trying your best. To help relaxation, forget my ill-timed comment on the war analogy above. ☺

7. Should you advance to the elimination rounds and/or get a speaker award you can earn extra credit for the class.
8. If you regularly attend the team meetings (even if you are not on the team), and/or if you compete in extra tournaments, you can also receive extra credit for the extra learning.
9. Always remember the power of nonverbal communication. If you look like you are confident and winning an argument or the round, it is more likely that the critic will agree with you. If you look overwhelmed and clueless it will not inspire confidence in the content of your message. Sometimes you sell the sizzle, not the steak.
10. In debate, as in life, positive mental attitude is the key to success. Whether you think you can or think you can't, you are usually right. Envision yourself eloquently delivering nuggets of wisdom appreciated by the audience and critics and you will succeed.
11. Always practice seriously as if it were a real tournament round, and practice giving your speech over again on your own after being critiqued incorporating the suggestions. In your mind you will remember the perfect speech, rather than the imperfect first attempt.

ACADEMIC ACCOMMODATIONS:

Academic Accommodations: From PLNU Fall 2012

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Student Responsibility:

It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.