

COMM 9 – Argumentation: Analysis of Oral & Written Communication



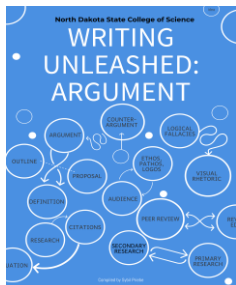
Instructor: Brandon Gainer (gainerbrandon@fhda.edu)
Office Hours: M: 4:00-5:00 PM; W: 6:30-7:30 PM

Prerequisites: ENG 1A/1AH
 Fulfills IGETC Area 1B: Critical Thinking /English Composition
 Fulfills CSU GE Area A3: Critical Thinking

Course Textbooks



[Mills, A. How Arguments Work: A Guide to Writing & Analyzing Texts in College](#)



Priebe, S. *Writing Unleashed*

Marteney, J.; *Arguing Using Critical Thinking*

All textbooks and free and accessible online via Canvas as well as the hyperlinked text in the title.

Course Overview

Welcome to COMM 9! This is a unique course that will give you the opportunity to practice your speaking, debate, critical thinking and (primarily) writing skills! We'll be exploring a range of current events and socially significant issues. My hope is that you leave this class with the ability to craft better, logically sound arguments in writing, while also gaining the tools and vocabulary to pinpoint the weaknesses in the everyday argument.

This class is centered around 5 key objectives: **(1)** Helping you apply logic and reasoning to argumentative writing and speaking. **(2)** Becoming more effective at researching and evaluating arguments. **(3)** Analyzing diverse issues. **(4)** Giving you practice with different types of argumentative writing and **(5)** Discussing and debating issues using *appropriate* argumentation methods & structures.

COMM 9 Student Learning Outcomes

By the end of the course, students will be able to:

1. Critically analyze the logic of arguments.
2. Write a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought.
3. Deconstruct, examine, and confidently debate contemporary, socially relevant issues through development and presentation of arguments.
4. Find, evaluate and cite sources in writing and presentations using appropriate documentation format.

Succeeding in COMM 9

- ✓ Give yourself ample time to complete assignments: Writing an essay at the last minute typically causes careless errors!
- ✓ Make use of the tutoring services (WRC or Online tutoring).
- ✓ Make sure to read through each week's modules in Canvas: The content there helps explain various assignments.
- ✓ Don't obsess over writing things "perfectly" – there are many approaches to creating a strong argument and essay.
- ✓ Participate in discussions! There is a lot to learn just by seeing the different perspectives of your classmates.

Course Policies:

Please refer to “Course Orientation” module in Canvas for a more comprehensive description of the course policies – below are the key ones.

Attendance & Participation: A common question I get is “how much time should this class take”. According to our college’s web page on [credits and load limitations](#) the formula is that each unit of a class equals one hour is with an additional 2 hours of outside preparation for every unit. So for a 5 unit class, that’s 15 hours total (hence why “12 units” is considered “full time”). For an asynchronous class, the time is distributed differently, *but* it doesn’t disappear. The number might be lower if you’re an exceptionally fast reader, or just excel at writing; It might be higher if you’re working outside of your native language or using assistive technology.

For my part, I’ll make sure that the work you’re doing in this class is intentional and not merely “busy work”. I realize that you have commitments outside of class and will work towards helping you succeed. Regardless, please budget your time accordingly, as I cannot change course learning outcomes or activities to account for individual schedules or circumstances.

As for attendance: A failure to log in and submit any of the deliverables in the first two weeks may result in being dropped from the course. After that, consecutively missing two weeks of assignments and activity may also result in being dropped from the course.

Submitting Assignments: All assignments are submitted through Canvas. Unless specified otherwise, they are due at 11:59 PST on the respective date. Also, keep the following in mind:

- Please only use .doc, .docx, pdf, or .rtf format; If I can't open the assignment, I can't grade it.
- Unless I explicitly request it, **please do not e-mail me an assignment.**

Contacting the Instructor: E-mail, my office line (408-864-8802), and office hours are all ways of reaching me. Please keep the following in mind for effective communication:

- Please put your **name, the course** and its **time** in the subject line (e.g. “Brandon Gainer – COMM 9”). Since I receive many e-mails per day, this will make it easier to respond more quickly to you.
- After 6:30 PM on weekdays, I generally do not answer e-mails. I do **not** respond on the weekends.
- If my office hours don’t work for you, still reach out: We might be able to coordinate an alternate time.

Late Work: Assignments may be submitted up to 24 hours after the due date posted on Canvas. These assignments receive less feedback and are subject to a deduction of up to **50%** from the final score. You may always submit an assignment ahead of time (and I encourage you to do so if it’s complete). Beyond 24 hours, the assignment receives a 0.

Academic Honesty: Instances of academic misconduct will result in disciplinary action, which can include receiving a 0 on the assignment. This includes, but is not limited to: **plagiarism, submitting work from a previous course, submitting work written by an outside party/program, or misrepresenting facts to receive a changed grade**, etc. Further information on the college’s academic integrity policy can be found here: [De Anza Academic Honesty Policies](#).

Accommodations: If you are eligible for accommodations by Disability Support Services (DSPS), please follow up to ensure that they have been authorized for the current quarter. If you are not registered with DSPS and need accommodations, please go to the DSPS office in the Registration & Student Services Building (RSS) - Room 141 for information on eligibility and how to receive support services. You can also go online to their website for additional information: [Disability Support Services and Programs](#).

Generative AI Use: There are certain, limited contexts which you may be asked to utilize Generative AI, which will be outlined on Canvas. Beyond these instance, I strongly suggest you refrain from using it to generate entire works (e.g. essays, discussion posts): It can produce work that is false or copyrighted, causing you to run afoul of the academic integrity policy. You ultimately bear the responsibility for any of these inaccuracies. That said, when in doubt, ask if that line is unclear.

Assignments

Guidelines for each assignment will be posted online via Canvas. Below is a general description of each assignment area that you'll be assessed on throughout the term.

Essays [50%]: These comprise the biggest part of your grade. This class is required to have students write a minimum of 6000 words, which we're distributing across 4 major essays throughout the term. You are allowed to write on any topic of your choosing as long as it can be related back to communication or a relevant social issue. You will have the option to revise select essays if you are unhappy with your first submission.

Discussions [15%]: Most weeks will have you doing an online posting based on readings or other content within Canvas. These typically consist of an **initial post** (due Wednesdays) and a response to a peer (**due Friday**). I primarily grade these on **completion** (did you address the criteria) and **coherence** (is it relatively free of typos and grammatical errors). Your two lowest scores in this category will be dropped.

Applied Exercises [20%]: These are applied activities designed to help you build a better essay. While these are graded by rubric, I'm primarily looking at these for **completion** than perfection. These are noted on the course calendar as "Exercise #1, #2, etc." While these are due at the end of the week, a number of them might inform your understanding of other assignments, so if you can complete them earlier, do so. This section also includes your course orientation activities (those small assessments at the beginning/midpoint/end of the term).

Presentations [15%]: There are two major presentations in this class: One in week 4, which is a solo presentation and one in week 11 which is a group presentation linked to a major project. I will have certain expectations regarding extemporaneous delivery, clear citation of sources and organization, but I am not assessing these with the same scrutiny that you'd see in a Public Speaking or Fundamentals of Oral COMM course. These are pre-recorded presentations done asynchronously and posted to Canvas.

Practice Exercises: Many weeks have a range of ungraded assignments labeled as "Practice Exercise". If you complete **3** of these assignments during the term by week 10, then I'll give credit for one missed applied exercise.

Grading Scale

A+ [100%]	A [99.9%-93%]	A- [92.9%-90%]	B+[89.9%-87%]	B [86.9%-84%]
B-[83.9%-80%]	C+[79.9%-77%]	C[76.9%-70%]	D+ [69.9%-67%]	D[66%-60%]
F [59% and below]				

Extra Credit: Extra credit will not be offered in this class. The leniency built into the course (with revision opportunities, dropped discussions, the practice exercises and Last Calls drastically exceed any extra credit I could offer. As such, there is ample opportunity to succeed in this class. Therefore, I will not respond to individual extra credit requests. Also, repeated requests to "bump" a grade throughout, or at the end of the term will be considered a violation of the De Anza Code of Conduct (Board Policy 5510) and treated as such.

Tentative Course Calendar (Subject to Change)

Date	Topics & Readings	Assignment(s) due
UNIT I: Introduction to Critical Thinking & Argumentation		
Week 1 4/7-4/12	Course Orientation & Overview Critical Thinking & Argumentation: Why They Matter (Mills Ch.1; Priebe p.4-7; Marteney 8.9 & 8.10; Ch.12)	4/9: Course Orientation Activities Discussion #1: 4/12: Exercise #1
UNIT II: Researching Arguments		
Week 2 4/14—4/19	Argumentation Basics: Structures & Models (Mills Ch.2.1-2.4 Priebe 8-12) Visual Rhetoric (Priebe p.44-48)	4/16: Essay #1; Discussion #2 4/19: Exercise #2; Discussion Response
Week 3 4/21-4/26	Research & Source Documentation (Mills Ch.6 & 16; Priebe p.52-70)	4/23: Discussion #3 4/26: Exercise #3; Discussion Response
Week 4 4/28-5/3	Presenting Oral Arguments Assessing Arguments: Peer Review (Priebe p.24-25)	4/30: Discussion #4; Presentation#1 5/3: Discussion Response
UNIT III: Analyzing & Evaluating Arguments		
Week 5 5/5-5/10	Evaluating Evidence & Claims (Mills Ch.4; Ch.9) Structuring Analysis Essays (Mills Ch.10)	5/7: Discussion #5; Essay #2 5/10: Exercise #4 Midterm Check-in
Week 6 5/12-5/17	Warrants: Underlying Assumptions Logical Reasoning (Marteney, Ch.7)	5/14: Discussion #6 5/17: Exercise #5; Discussion Response
Week 7 5/19-5/24	Faulty Arguments: Logical Fallacies (Priebe p.14-16; Marteney 7.4)	5/21: Discussion #7 5/24 Exercise #6; Discussion Response
UNIT IV: Writing to Persuade: Bringing it All Together - Policy Argumentation		
Week 8 5/26-5/31	Language & Persuasion (Mills Ch.8; Priebe 22-23) Clarifying Arguments Policy Arguments: Stock Issues	5/28: Essay #3; Discussion #8 5/31: Exercise #7; Discussion Responses
Week 9 6/2-6/7	Response, Rebuttal, & Refutation (Mills Ch.5; Marteney Ch. 3)	6/4: Discussion #9 6/7: Exercise #8; Discussion Response; Final Checkin
Week 10 6/9-6/14	Online Debates (Marteney Ch. 9)	6/11: Initial Debate Post 6/14: Debate Responses
Week 11 6/16-6/21	Policy Project Finalizations Considerations for Virtual Presentations	6/18: Presentation #2 6/21: Essay #4
Finals Week	Final Exam Period	6/25: Policy Rebuttal (Final Discussion)