

**CMN 2040**  
**Argumentation and Critical Thinking (3 credits)**  
**Fall 2016**  
**Coleman 1771, Monday, Wednesday, Friday 9:00 – 9:50 am (CRN #90621)**

**Instructor:** Teresa Maria Linda Scholz, Ph.D.

**Office:** Coleman 2030

**Email:** [tscholz@eiu.edu](mailto:tscholz@eiu.edu) (**Note:** I frequently check my Panther e-mail account, therefore, this is the best way to reach me. I DO NOT frequently check D2L e-mail. To ensure delivery, please use your EIU e-mail to contact me.)

**Office Hours:** Monday, Wednesday, and Friday, 10-10:50; Monday and Wednesday, 12:45 – 1:45; and by appointment.

**Required Textbooks:**

Lunsford, A. A., Ruskiewicz, J. J., & Walters, K. (2010). *Everything's an Argument* (7<sup>th</sup> ed). Boston, MA: Bedford/St. Martin's.

Makau, J. M. & Marty, D. L. (2001). *Cooperative Argumentation: A Model for Deliberative Community*. Long Grove, IL: Waveland Press, Inc.

**Required D2L Readings:**

Additional reading will be posted on the D2L site for the course.

**Course Description and Objectives**

**Course Descriptions:** This class will study how to build, critique, and adapt arguments within a climate of disagreement. You will practice gathering and evaluating evidence, selection and evaluation of reasoning, and the production, criticism and refinement of both oral and written arguments.

**Course Objectives:**

- a. Learn the practical and ethical elements of arguing in the public sphere.
- b. Gain the ability to identify and analyze the components of argument.
- c. Hone critical thinking skills through evaluation of claims and support.
- d. Learn to critically evaluate oral and written arguments.
- e. Learn skills of impromptu argumentation.
- f. Hone public speaking skills.

**Accommodations**

It is imperative that you are getting the most out of your educational experience. If you have a special need that qualifies for accommodations, please contact the Office of Disability Services (217-581-6583) to arrange support services. Please also inform the instructor by providing the necessary documentation specifying the accommodations needed for the class **within the first week**.

**The Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student

Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

### **Student Conduct Standards: Classroom Environment and Policies**

*All faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in communication studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.*

The majority of students are in college specifically to acquire a degree in the hope of finding an adequate job to attain a particular standard of living in the future. Therefore, you should consider college your “on the job training.” You should make this a priority in your life (particularly when you consider the amount of money that is being invested in your education). With this said:

My intent is to establish an environment where you are able to ask questions openly, and respectfully. In an effort to co-construct this environment be courteous and respectful to one another AND to the instructor. During class discussions please avoid dominating the discussion and be concise with your comments. Be aware of how you phrase comments and questions. Avoid the use of “bashing” or derogatory language toward one another and toward others outside of this class. Additionally, be open to other perspectives. Each of you has a perspective to offer as it pertains to your individual experiences. Part of being effective communicators entails good listening skills as well. Each day will provide you with an opportunity to put effective communication skills into practice.

**Academic Honesty/Conduct:** Although the Student Conduct Standards comprise a lengthy document, and although each aspect of it is highly important, aspects of Standard I will be highlighted here so that there are no misunderstandings of what is considered appropriate behavior conducive to creating an appropriate learning environment. **If you are caught cheating, you can fail this course.** If you are confused about what constitutes cheating and or plagiarism, please ask. Also consider the aspects of Standards II, III, IV and V when interacting with the instructor, graduate teaching assistants, and peers in and outside of the classroom, when responding to class materials, etc.

**Standard I.** Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard:

- a. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- b. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- c. Submitting work previously presented in another course unless specifically permitted by the instructor.
- d. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
- e. Complicity with others in violations of this standard.

The following items are also considered key aspects of these standards:

**Language and Communication in the Classroom.** This class is discussion-driven, and I do want to hear from all of you. However, please self-monitor and avoid dominating discussions. There will be times when it will be imperative that you be concise with your comments so that other students have an opportunity to

speak. Additionally, in communication studies we repeatedly discuss the power of language. Since the language we speak and write leads us toward particular perceptions, inclusive language will help us to perceive one another on more equal terms, participating equally in the world. In efforts to be effective communicators, please use inclusive and respectful language. Be aware of how you phrase comments and questions. Avoid the use of “bashing” or derogatory language toward one another and toward others outside of this class. Additionally, be open to other perspectives. Each of you has a perspective to offer as it pertains to your individual experiences. Lastly, please refrain from having side conversations during class with your peers, passing notes to one another, etc.—this is incredibly disruptive. Part of being effective communicators entails good listening skills as well. Each day will provide you with an opportunity to put effective communication skills into practice.

**CELL PHONES:** The use of cell phones during class is distracting and disrespectful; therefore, their use during class will not be tolerated. You are asked to turn your cell phones off and put them away. Failure to comply with this simple rule may result in your dismissal from the classroom on a given day.

**ATTENDANCE:** Attendance is critical to your success in this class. Lectures, peer facilitation days, films, and class discussions are designed to make the material comprehensible to you. Attendance is expected at every class meeting. Lack of consistent attendance and participation can and will affect your overall grade. I consider more than three absences to be excessive. I understand that emergencies do occur, and that illness is often times inevitable. Be aware that in-class work may not be made up except by prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor’s note, court papers, and the like). Regardless of the reason for your absence, I will not provide you a personal lecture in my office or via e-mail. It is up to you to get notes from a classmate. And the answer to the perpetual question “Did I miss anything?” is always: YES!

**LATE WORK: I WILL NOT** accept late work, e-mailed assignments, any assignments turned into my mailbox, or assignments turned in on flash drive, etc. (unless you have made arrangements directly with me). Assignments due in Dropbox are due by the specified time. Quizzes and exams CANNOT be made up unless you have made prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor’s note, court papers, and the like). Missing class the days during which you are scheduled to give presentations will result in a failing grade for that assignment.

**NOTE ABOUT TARDINESS AND EARLY EXIT:** Class begins at the designated time, and ends at the designated time. Consistent tardiness and/or consistent early exit are distracting to students and the instructor, and are also disrespectful. If you have a class or work schedule conflict that interferes with your ability to come to class on time and remain in the class until its official end, please consider taking this class during a different semester or make appropriate adjustments that will not interfere with your timely, regular, and complete participation. Lastly, if you come to class late on a day during which a quiz was given at the beginning of class, you will NOT be able to make up that quiz.

### **Assistance Outside of Class**

If you need additional time to talk through the class material, or to discuss the progress of your work, I am happy to do so. You can stop by my office during my regularly scheduled office hours. You are also welcome to stop by outside of my regularly scheduled office hour, and if I am there, I will be happy to talk. Finally, you can set up an appointment. I also check Panther e-mail regularly during the day and will respond to questions that you have. However, there may be times when a question warrants a lengthy response, and so I may ask that you come to my office. Lastly, be sure to check your school e-mail and the course’s D2L site regularly for any announcements regarding class issues, etc.

## Questions about Grades

If you have questions about your grade, I ask that you follow this procedure:

- a. First, we will abide by the **“24-hour rule.”** This means that after you’ve received the grade, reflect upon it for 24 hours before you come talk to me. To assist in your reflection, you should look through your notes and readings.
- b. Second, after 24 hours have passed, e-mail me to request an appointment to come in and talk with me in person.
- c. Finally, our meeting should determine if indeed there was an error made in grading, and/or provide you with clarification on concepts, and/or create strategies for more effective future study and writing habits, etc.

Despite the amount of times that you come in and talk with me, this will not guarantee you a specific grade in the course. In other words, the points you earn on assignments are totaled and those points will coincide with the overall grade you earn in the class. Please be aware of where you stand throughout the semester. If you need assistance calculating your grade, I am happy to assist you. Do not wait until the last few days of the semester to figure out where your grade stands. Once the semester is over, it’s over, and no more points will be allotted. In short, I do not curve nor do I generally offer extra credit. Your grades will be posted on D2L.

## Expectations of the Readings

This course requires a lot of reading, research, and substantive writing; therefore, consider the time that you are willing to allot to careful and thorough reading and studying. You need to do the readings as they are assigned in order to come to class prepared to understand the material, and to perform successfully during your facilitation, class discussions, on your quizzes, your papers, etc. It is okay if you face challenges comprehending some of the material, class discussions are designed to help you work through complications. Do not assume that by merely reading the titles of the reading that you know what the chapter is about. A quick skim before class will not be sufficient either. You will be quizzed on the material, you will take three exams on the material, and you will be expected to apply the material during presentations. If you do not read, it will be difficult for you to do well on these assignments. Be forewarned: you are likely to be asked respectfully to leave class if you have not done the reading.

## Course Assignments

**More detailed descriptions of the assignments will be posted on the D2L site for the course.**

**Cooperative Argumentation Analysis (100 points):** After reading and discussing chapter 3, “Cooperative Argumentation” in the Josina M. Makau and Debian L. Marty textbook, you will view the film *12 Angry Men* in class. Using “Cooperative Argumentation” as your model, you will write a 3 - 4 page analysis of how the characters in the film illustrated (or not!) the tenets of the cooperative model. **Due in Dropbox.**

**Impromptu (50 points):** Impromptu is a delivery type that most college students (including communication students) dread, and yet it is one of the most used and useful delivery styles! In fact, you already use it more than you realize. At school you use it during question and answer sessions, or even during informal rebuttals in your classes. In the work place you will (or do) use it in meetings, presentations, and even interviews. For the purposes of this class, you will use it during the required impromptu assignment, as well as during your final deliberative presentation. The message here is: stay well informed on current issues so that you are able to have a fluid conversation about them. In short, on the day that you are scheduled to speak I will hand you a topic, and you will have a few minutes (e.g., 3 minutes) to prepare a short speech that presents an argument related to the topic.

**Peer Evaluation of Impromptu Argument (50 points):** During the Impromptu assignment, you will be assigned a peer. You will evaluate your peer's **argument** using the textbook reading as a guide. **Due in Dropbox.**

**Partner Deliberation (200 points, total).** With a partner, you will choose a controversial topic of interest early on in the semester. You will spend a significant amount of time researching information about this topic. You will then create a presentation where a clear argument is presented about your topic of focus. After you present your argument you will then facilitate a discussion with the class. There are two components to this assignment: a) an outline that presents your arguments; and b) the in-class presentation and facilitation. **The outline will be due in hardcopy in class.** The point break down follows:

- ☞ **In-depth Outline (and sources) (100 points)**
- ☞ **Presentation and Facilitation (100 points)**

**Exams (Exams 1 and 2 = 100 points each; Final exam = 150; Total 350 points):** You will be given three exams during the course of the semester. Two will be administered during the semester, and the other will be administered during finals week. The third exam will be somewhat comprehensive. The exams will consist of multiple-choice and matching questions. Study guides for each exam will be posted on the course D2L site.

**Pop Quizzes (10 at 10 points each; 100 points total):** You will be given ten pop quizzes throughout the semester to assist you with your reading efforts. These pop quizzes will be randomly assigned. The quizzes will also prepare you for the exams.

**In-class Participation (50 points):** Throughout the semester, you will be required to participate in different in-class activities including: extensive group activities, on the spot debates/discussions, feedback to peers, etc. The total points that you receive will reflect your consistent level of participation, as well as quality of participation.

#### **Assignment Point Distribution**

Cooperative Argumentation Analysis	100 points
Impromptu	50 points
Peer Evaluation	50 points
Partner Deliberation	200 points
Exams	350 points:
Pop Quizzes	100 points
In-class Participation	50 points

**Total points possible: 900 points**

**NOTE:** This course is part of the department core for Communication Majors, meaning **you must pass the course with a C or better.**

#### **Grade Scale**

900-810 = A  
809-720 = B  
719-630 = C  
629-540 = D  
539 and below = F

*Tentative Schedule*  
CMN 2040  
Argumentation and Critical Thinking (3 credits)  
Fall 2016

Coleman 1771, Monday, Wednesday, Friday 9:00 – 9:50 am (CRN #90621)

*(The instructor reserves the right to modify the schedule if needed)*

Readings are to be completed for the day on which they are noted.

**Key:**    **EIA** = *Everything is an Argument*  
          **CA** = *Cooperative Argumentation: A Model for Deliberative Community*

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*Week 1*

August 22—	Introductions: to the course and to each other
August 24—	<b>Unit One: Understanding Argument/ation</b> <b>D2L reading:</b> “Fighting for Our Lives” from <i>The Argument Culture</i> by Deborah Tannen.
August 26—	<b>Unit One, cont’d</b> <b>Reading (CA):</b> ch 1, “Critical Thinking”

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*Week 2*

August 29—	<b>LABOR DAY. NO CLASS.</b>
August 31—	<b>Unit One, cont’d</b> <b>Reading (EIA):</b> ch. 1, “Everything is an Argument”
September 2—	<b>Unit One, cont’d</b> <b>Reading (EIA):</b> ch 2, “Arguments Based on Emotion: Pathos”

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*Week 3*

September 5—	<b>Unit One, cont’d</b> <b>Reading (EIA):</b> ch 3, “Arguments Based on Character: Ethos”
September 7—	<b>Unit One, cont’d</b> <b>Reading (EIA):</b> ch 4, “Arguments Based on Facts and Reason: Logos”
September 9—	<b>Unit One, cont’d</b> <b>Reading (CA):</b> ch 3, “Cooperative Argumentation”

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*Week 4*

September 12—	<i>Film: 12 Angry Men</i>
September 14—	<i>Film: 12 Angry Men</i>
September 16—	<i>Film: 12 Angry Men</i> and discussion of paper

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<i>Week 5</i>	
September 19—	<b>EXAM #1</b>
September 21—	<b>Unit Two: Analyzing Arguments</b> <b>Reading (EIA):</b> ch 17, “Academic Arguments”
September 23—	<b>Unit Two, cont’d</b> <b>Reading (CA):</b> ch 4, “Elements of Argumentation”
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<i>Week 6</i>	<i><b>Due: 12 Angry Men Cooperative Argumentation Analysis in Dropbox by 11:59 pm Sunday September 25</b></i>
September 26—	<b>Unit Two, cont’d</b> <b>Reading (EIA):</b> ch 6, “Rhetorical Analysis” <b>Explain Group Activity</b>
September 28—	<b>Unit Two, cont’d</b> <b>Reading (EIA):</b> ch 18 “Finding Evidence”; ch 22 “Documenting Sources”; ch 5, “Fallacies of Argument”; and discussion of reasoning types <b>Group Activity</b>
September 30—	<b>Unit Two, cont’d</b> Work on Group Activity
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<i>Week 7</i>	
October 3—	<b>Unit Two, cont’d</b> <b>Group Activity Presentations</b>
October 5—	<b>Unit Two, cont’d</b> <b>Group Activity Presentations</b>
October 7—	<b>Unit Two, cont’d</b> <b>Conclude Group Activity Presentations</b> <b>Reading (EIA):</b> Review ch 5, “Fallacies of Argument”; and reasoning types
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<i>Week 8</i>	
October 10—	<b>Unit Two, cont’d</b> <b>Reading (EIA):</b> ch 7, “Structuring Arguments”
October 12—	<b>Unit Two, cont’d</b> <b>Reading (EIA):</b> ch 10, “Evaluations”
October 14—	<b>FALL BREAK. NO CLASS.</b>
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<i>Week 9</i>	
October 17—	<b>Unit Two, cont’d</b> <b>Reading (CA):</b> ch 5, “Context and the Deliberative Community”
October 19—	<b>Unit Two, cont’d</b> <b>Review Impromptu Assignment. Small group practice rounds</b>
October 21—	<b>Unit Two, cont’d. Small group practice rounds</b>

<i>Week 10</i>	
October 24—	<b>IMPROMPTU</b>
October 26—	<b>IMPROMPTU</b>
October 28—	<b>IMPROMPTU</b>
<i>Week 11</i>	
October 31—	Discussion of final deliberative assignment and of peer critique.
November 2—	<b>EXAM #2</b>
November 4—	<b>Unit Three: “Doing” Argumentation</b> <b>Reading (EIA):</b> ch 13, “Style in Arguments”
<i>Week 12</i>	
<i>Due: Peer Critique in Dropbox by 11:59 pm Sunday November 6<sup>th</sup></i>	
November 7—	<b>Unit Three, cont’d</b> <b>Reading (CA):</b> ch 2, “Ethical and Effective Dialogue”
November 9—	<b>Unit Three, cont’d</b> Continue dialogue discussion
November 11—	<b>Unit Three, cont’d</b>
<i>Week 13</i>	
November 14—	<b>PARTNER DELIBERATION</b>
November 16—	<b>PARTNER DELIBERATION</b>
November 18—	<b>PARTNER DELIBERATION</b>
November 21 – 25	
<b>THANKSGIVING BREAK</b>	
<i>Week 14</i>	
November 28—	<b>PARTNER DELIBERATION</b>
November 30—	<b>PARTNER DELIBERATION</b>
December 2—	<b>PARTNER DELIBERATION</b>
<i>Week 15</i>	
December 5—	<b>PARTNER DELIBERATION</b>
December 7—	<b>PARNTER DELIBERATION</b>
December 9—	<b>Course Wrap Up. Last day of class. Review for final exam.</b>

**Final Exam: Tuesday December 13, 8:00 am – 10:00 pm.**