

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:			
Department	Communication	College/School	CLA

Prepared by	Peter A. DeCaro	Phone	474-6799
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Email Contact	pdecaro@alaska.com	Faculty Contact	Peter A. DeCaro
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1. ACTION DESIRED (CHECK ONE):	<input type="checkbox"/> Trial Course	<input type="checkbox"/> New Course	<input type="checkbox"/> XXX
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2. COURSE IDENTIFICATION:	Dept	COMM	Course #	F210	No. of Credits	3
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Justify upper/lower division status & number of credits:	This course is an introduction to argumentation, emphasizing critical thinking and reasoning skills as applied to the development and delivery of argument, and is designed for the freshman/sophomore level. It focuses on the process of constructing and evaluating sound arguments based on reasoning, evidence, and strategy.
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3. PROPOSED COURSE TITLE:	Argumentation and Critical Thinking
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4. To be CROSS LISTED? YES/NO	<input type="checkbox"/> NO	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO	<input type="checkbox"/> NO	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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6. FREQUENCY OF OFFERING:	Every Spring
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	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants
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7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)	Spring 2014
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8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check all that apply)

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/> XXX	6 weeks to full semester
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OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

lecture

9. CONTACT HOURS PER WEEK:

<input type="checkbox"/>	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

COMM F210 Argumentation and Critical Thinking
 3 Credits Every Spring
 Introduction to argumentation, emphasizing the process of constructing and evaluating sound arguments based on reasoning, evidence, and strategy.
 (Prerequisite: ENGL F111X or permission of instructor.) (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

XX

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

XX

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

ENGL F111X or permission of instructor

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

NONE

16. PROPOSED COURSE FEES

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?
Yes/No

NO

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will have minimal impact on faculty workloads. The course will be rotated amongst faculty as part of their regular workload.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	I reviewed available library resources with Alys Jordan on Jan.2, 2013 . There exist ample resources in the development of argumentation and its varied venues for students in the library .
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20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The Philosophy Dept. may potentially be affected. I had a series of emails with Eduardo Wilner about the content of the course and if there would be any conflict with PHI 104. He said there wouldn't be, the contents and approach are compatible. He approved the course proposal as is defined.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This adds to Philosophy F104 Logic & Reasoning. Dr. Wilner welcomed the course as having a positive affect for students. He did not see it as competition to PHI 104, rather as complementary.

JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The Communication department does not have a lower division course that focuses on the process of constructing and evaluating sound arguments based on reasoning, evidence, and strategy. We construct arguments almost on a daily basis and others attempt to persuade us through their arguments. Having the ability to discern the difference between sound and fallacious arguments is a must in today's society, considering the amount of messages we process on a daily basis. Although this course is not required at this time (it may be in the future), it is seminal to understanding the persuasive process.

APPROVALS: Add additional signature lines as needed.

	Date	Feb 6, 2013
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Signature, Chair, Program/Department of:	COMM
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	Date	2-13-2013
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Signature, Chair, College/School Curriculum Council for:	CLA
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	Date	02/19/13
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Signature, Dean, College/School of:	CLA
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	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
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Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
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Signature, Chair, Program/Department
of:

	Date	
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Signature, Chair, College/School Curriculum
Council for:

	Date	
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Signature, Dean, College/School of:

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

Syllabus CHECKLIST for all UAF courses

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable)

to the discipline):

1. Course information:

θ Title, θ number, θ credits, θ prerequisites, θ location, θ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

θ Name, θ office location, θ office hours, θ telephone, θ email address.

3. Course readings/materials:

θ Course textbook title, θ author, θ edition/publisher.

θ Supplementary readings (indicate whether θ required or θ recommended) and

θ any supplies required.

4. Course description:

θ Content of the course and how it fits into the broader curriculum;

θ Expected proficiencies required to undertake the course, if applicable.

θ Inclusion of catalog description is *strongly* recommended, and

θ Description in syllabus must be consistent with catalog course description.

5. θ Course Goals (general), and (see #6)

6. θ Student Learning Outcomes (more specific)

7. Instructional methods:

θ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

θ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

θ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

θ Specify how students will be evaluated, θ what factors will be included, θ their relative value, and θ how they will be tabulated into grades (on a curve, absolute scores, etc.) θ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

θ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

θ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

University of Alaska Fairbanks
Communication Department
COMM F210 Argumentation and Critical Thinking

Professor: Dr. Peter A. DeCaro
Title: Argumentation and Critical Thinking
Meeting Times: Mon & Wed 11:30-1:00 PM
Place: TBA
Office: 503G Gruening Building
Office hours: MTWR 1:00-2:00, and by appointment
Office phone: 907-474-6799
email:padecaro@alaska.edu

Course Description

3 credits (*ENGL F111X* of permission of instructor)

This course is an introduction to argumentation, emphasizing critical thinking and reasoning. Our focus will be on the process of constructing and evaluating sound arguments based on reasoning, evidence and strategy, and on the analysis of legal and political argumentation and persuasion.

Student Learning Outcomes

At the conclusion of this course, the student will be able to:

1. Define argument and critical thinking.
2. Recognize various types of reasoning, and explain differences and similarities among them.
3. Outline and organize an argument.
4. Explain how culture, context/occasion, the audience and the arguer influence reasoning and argumentation.
5. Develop and deliver an argument with a claim, evidence, and conclusion.
6. Identify common errors in reasoning (fallacies).
7. Differentiate between claims of fact, policy, and value.
8. Apply models of argument to analyze arguments.
9. Evaluate an argument in terms of evidence and reasoning.
10. Respond to or refute an argument.

Required Text:

Rybacki, K.C. & Rybacki, D.J. (2004). *Advocacy and Opposition: An Introduction to Argumentation*. 5th ed. New York: Pearson.

Reading Supplement – as assigned.

American Disability Act Statement: Any personal learning accommodation that may be needed by the student to be successful in this course must be made known to the instructor immediately. Verification is required through the Office of Disability Services (208 WHIT 474-5655). The instructor will work with ODS to provide reasonable accommodation to students with disabilities.

The Writing Center: is available for students to improve their writing skills. The center is located on the eighth floor of the Gruening Building. Students can receive help at the center at any stage in their writing process, from brainstorming to final editing. Tutors are available for one-on-one sessions and can help students with grammar, spelling, punctuation, organization, and style.

Cell phones – please put **ALL** cell phones on vibrate, or turn them off, and in your backpack, purse, etc.. Cell phone disruptions will be cause for permanent removal from class. Please do not use your cell phones or electronic devices while in class or have them on your desk or in hand. Cell phone disruptions will be cause for permanent removal from class. **NO LAPTOPS. No headsets. NO MP3's, NO IPAD'S, IPODS, etc.** If you are expecting an emergency cell phone call or use your cell phone alarm clock to remind you to take prescription medication, please notify me at the beginning of the class. Please refrain from using any electronic device while in the classroom unless first discussed with the instructor.

Grading:

Your grade will be based on:

Quizzes	10@20 =	200 pts.
Midterm Exam		225 pts.
Argument Paper		125 pts.
Refutation Paper		125 pts.
Refutation delivery		50 pts.
Final Exam		225 pts.
<u>Participation</u>		<u>50 pts</u>
Total		1000 pts.

Grade criteria:

Grade criteria: +/- grading system based on percentage of total points

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-90

B = 83-86

B- = 80-82

C+ = 77-80

C = 73-76

C- = 70-72

D+ = 67-70

D = 63-66

D- = 60-62

F = 59 and below

COURSE GRADING POLICIES:

Meaning of Grades: For grades to be meaningful, a C should be average and high grades must be reserved for exceptional work. C's (not B's or A's) will be given for work that is acceptable and of average college-level quality. The grade of C, therefore, does not indicate any shortcoming and may be the most common grade given. Grading will be done as follows:

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect and represents the highest level of achievement. Its quality is good enough that even though there is still room for improvement, it would be unreasonable to expect a college student to do better.

B: Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, they exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

C: Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

D: Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

F: Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

Course Expectations

Examinations: EXAMINATIONS may include multiple choice, matching, true-false, fill-in-the blank, and short essay questions, and in-class assessments using a combination of testing forms. No provision is made for the "make-up" of missed examinations. I do not make allowances if you planned on vacationing prior to the end of the semester.

COURSE/PROFESSOR POLICIES AND PROCEDURES

Attendance: I consider attendance to be extremely important, and I take attendance every class period. Attendance is MANDATORY. I do not distinguish between excused and unexcused absences. You may miss **THREE** class periods for any reason. On your **FOURTH** absence, and for each subsequent absence your final grade will be lowered by one letter grade. On your **SIXTH** absence you will fail the course. **Student Athletes/University Travel:** The attendance policy still applies to you, however, I do make allowance for official university travel. You must see me immediately at the start of the semester to discuss this policy if you will be traveling with the university this semester. You must give me your away game calendar at the beginning of the semester to be afforded consideration.

Tardy/Leaving Early. I will always start class right on time. I feel like what I have to say is important, and I find it extremely disruptive and rude to have any student walking in late. I take attendance at the beginning of class. You must be here on time and stay until I dismiss the class. If you are later than 10 minutes please understand that you have been marked absent. It is your responsibility to find out what you have missed when you are absent. Email is not an appropriate vehicle for me to catch you up on what you missed. Find out from a trusted colleague. You may not make up work that you miss while you are absent unless you have made arrangements with me first.

Plagiarism/cheating: I do not tolerate any form of plagiarism or cheating. If you plagiarize/cheat, you will receive a grade of F for the course. If you do not know the criteria that constitutes plagiarism/cheating, I will explain it to you, plus you can read it in the “Student Code of Conduct” in the University catalogue. Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents’ policy, university regulations, and UAF rules and procedures.

Incomplete Grade Assignment: I do not issue incomplete grades.

American Disability Act Statement: Any personal learning accommodation that may be needed by the student to be successful in this course must be made known to the instructor immediately. Verification is required through the Office of Disability Services (208 WHIT 474-5655). The instructor will work with ODS to provide reasonable accommodation to students with disabilities.

Extra Credit: I do not offer extra credit so please do not ask for it.

All Written Assignments or Papers: Unless other directions are given, **ALL PAPERS MUST BE TYPED (OR COMPUTER-PRINTED), DOUBLE-SPACED, WITH ONE INCH MARGINS ON WHITE, NON-ERASABLE PAPER. NO “SCRIPT” FONTS ARE ACCEPTABLE.** I will not accept hand-written papers. If you use a computer (and you should), please limit yourself to one font and one font size—10 or 12. Use **LEFT MARGIN** justification. The complete paper should be stapled once in the upper left-hand corner—folders are not acceptable, nor is “saddle-stitching.” Papers must have a cover sheet with the student’s name, paper title, name of the course, and the date submitted. You should retain an electronic backup, or photocopy, of any written work which is submitted for evaluation. **Please DO NOT email your papers. I will not accept emailed papers.**

Participation: In a course such as this, your participation is critical. You earn participation points by being in class, being attentive, and participating in class activities.

Quizzes: Quizzes are taken at the beginning of class. Quizzes are over the assigned reading for that day and these quizzes will count towards your final grade. They may be multiple choice, matching, fill in the blank, true/false, short essay or a combination of the afore mentioned.

Papers and Speech: Two papers are required. In the Argument Paper you will develop and compose a compelling argument (proposition) about an issue that resonates with you. This paper will be 4-6 pages. I will give you specific instructions when I make the assignment. In the Refutation paper, you will respond to and refute an argument. Refutation is the *rebuttal* of a Proposition. This paper will be 4-6 pages. You will present this response orally to the class. Again, I will provide you will detailed instructions at the time that I make the assignment.

My assumption of you the student: You have chosen to attend a university. As such you have made arrangements in your life to put your education at the forefront of your priority list. While you may also work, have a family, pursue other interests, etc, you dedicate yourself and your time to doing the best you can in your academic endeavors.

What is expected of you as a student in my class? The University is designed to allow all students, regardless of age, class, gender, race, religion, sexual orientation, ethnicity, or disability, to enjoy the benefits of a college education. As a student in my class you are expected to treat your colleagues and myself with tolerance and respect. I will not tolerate any actions, in-class communication, or assignment topics that are designed to be disrespectful or threatening to others. Similarly, I expect you to be on time, prepared, and attentive during class. All material gone over in class is important. You are responsible for taking notes. You may not work on other class work in my class. If these policies are something you cannot accept, I highly recommend that you find another course to enroll in. Continuation in this course implies your agreement with these policies.

What can you expect from me? As your instructor it is my intention and responsibility to treat each of you fairly and with the utmost respect. Please remember that teaching itself is a learning process and that I look forward to learning from each of my students. I will bring to this class certain perspectives and ideas that are unique. Likewise, in an interactive class such as this, you are always encouraged to make your own contributions.

The instructor reserves the right to modify the syllabus.

January

16

Introduction to course. Discuss the scope of Argumentation and Critical Thinking and its place in the education process. Discuss course syllabus. Discuss instructor expectations of students and student expectations of the instructor and the course.

Assignment Readings for January 22, Ch.#1: The Domain of Argumentation: Elements of Argumentation, p. 4-11, Elements of Critical Decision Making, p. 12-23.

20

Alaska Civil Rights Day, no class

22

Quiz #1

Discuss Assignment Readings from Ch.#1

Assigned Readings for January 27, Ch.#2: Critical Appraisal of Argumentation: Argumentation and Being Reasonable, p. 26-30; The Bases of Reason in Argumentation, p. 31-35; Spheres, p. 36-38.

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Quiz #2

Discuss Argumentation Paper assignment

Discuss Assigned Readings from Ch.#2

29

Continue Discussion Ch.#2

Assigned Readings for February 3, Ch.#3: Critical Approaches to Argumentation: Traditional Criteria, p. 41-46; Nontraditional Criteria, p. 48-54; Alternative Dispute Resolution, p. 55.

February

3

Quiz #3

Discuss Argumentation Paper Assignment

Discuss Assigned Readings from Ch.#3

5

Continue Discussion Ch.#3

Assigned Readings for February 10, Ch.#4: Analysis in Argumentation: Critical Analysis to Find a Proposition, p. 58-61; Critical Analysis of a Proposition, p. 62-67; Analysis of Claims, p. 68-69.

10

Quiz #4

Discuss Assigned Readings from Ch.#4

12

Continue Discussion Ch.#4

Assigned Readings for February 17, Ch.#5: Case Building: Preliminary Steps in Case Building, p. 73-75; Briefing Arguments, p. 77-79; Developing a Convincing Vision, p. 83-85; Communication to Specific Decision Makers. p. 86-92.

17

Quiz #5

Discuss Argumentation Paper Assignment

Discuss Assigned Readings from Ch.#5

19

Continue Discussion Ch.#5

Assigned Readings for February 24, Ch.#6: The Nature of Arguments: The Model of an Argument, p. 98-101; Types of Arguments, p. 102-110; Definitions of Argument, p. 111-113; The Analysis of Argument, p. 114-115.

24

Quiz #6

Discuss Assigned Readings from Ch.#6

26

Continue Discussion Ch.#6

March

3

Discuss Criteria for Developing Argumentation Paper

Review for Midterm Exam - Midterm Study Guide

5

MIDTERM Chs.#1-6 and handouts

Assigned Readings for March 5, Ch.#7: Support: Evidence: Forms of Evidence, p. 119-127; General Principles for the Use of Evidence, p. 128-134; Sphere Dependence of Evidence, p.135-138.

10

Quiz #7

Discuss Argumentation Paper Assignment

Discuss Assigned Readings from Ch.#7

12

Continue Discussion Ch.#7

Assigned Readings for March 24, Ch.#8: Support: Values: Characteristics of Values, p. 142-145; Values Appear in Systems, p. 146-147; General Principles for the Use of Values, p. 148-154; Sphere Dependence of Values, p. 155-161.

17 -21

Spring Break

24

Argumentation Papers due

Quiz #8

Discuss Assigned Readings from Ch.#8

26

Continue Discussion Ch.#8

Assigned Readings for March 24, Ch.#9: Support: Credibility: Characteristics of Credibility, p. 165-166; Forms of Credibility, p. General Principles for the Use of Credibility, p. 169-174; Sphere Dependence of Credibility, p. 175-178.

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Quiz #9

Discuss Refutation Paper Assignment

Discuss Assigned Readings from Ch.#9

April

2

Continue Discussion Ch.#9

Assigned Readings for April 7, Ch.#10: Refutation: The Process of Refutation, p. 180-181; Approaching Refutation, p. 182; Setting a Framework for Refutation, p. 183-189; Selecting a Posture for Refutation, p. 190-194; Communicating Refutation, p. 194-198.

7

Quiz #10

Discuss Refutation Assignment

Discuss Assigned Readings from Ch.#10

9

Continue Discussion Ch.#10

Assigned Readings for April 14, Ch.#11: Refutation By Fallacy Claims: Views of Fallacy, p. 205-212; Using Fallacy Claims in Refutation, p. 213; Social Guides to Fallacy Claims, p. 214-216.

14

Discuss Assigned Readings from Ch.#11

Assigned Readings for April 16, Ch.#12: Argumentation in Law: The Context, p. 224; The Trial, p. 225-231; The Appeal, p. 232-236.

16

Discuss Assigned Readings from Ch.#12

Review for Refutations

21

Refutations: oral presenters 1-5 will deliver their opposing arguments to a proposition

All Refutation Papers Due

23

Refutations : oral presenters 6-10 will deliver their opposing arguments to a proposition

28

Refutations: oral presenters 11-15 will deliver their opposing arguments to a proposition

30

Refutations: oral presenters 16-20 will deliver their opposing arguments to a proposition

May

5

Refutations: oral presenters 21-25 will deliver their opposing arguments to a proposition

Review for final exam

7

FINAL EXAM Chs.#7-12 and handouts