

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number COMM 222, or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Due to the advanced level of reasoning required for success in this course and the large number of presentations, this course number should be increased from COMM 222 (Discussion, Dissent, and Debate) to 322.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11-30-2018 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	3-1-19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	3/6/19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

COMM 322.01: Discussion, Dissent, and Debate

Fall, 2018

Sheila Ritchie, M.A.

Department of Communication College of Arts & Sciences Abilene Christian University

Class hours: T/TR 8 am to 9:30 am Sherrod 217

Office: Sherrod 218

Office Hours: MW - 2:30-4:00 pm, TR 1:30-3:30 pm (Available at other times by appointment.)

Cell 325-669-7214 Please do not call or text after 9pm

Email: sheila.ritchie@acu.edu.

I attempt to answer all emails and texts within 24 hours. ***Please keep in mind I take time for rest, worship and family time on weekends and holidays, so I may not be able to answer questions within the 24-hour time limits during those times.***

Mission Statements

University: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts and Sciences: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Communication & Sociology Department: To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing and advocating ideas, people, organizations, and cultures.

Required Texts

Freeley, A. & Steinberg, D. L. (2013). *Argumentation and Debate* (13th ed).. Boston, MA: Wadsworth/Cengage.

Supplemental Reading as assigned.

Catalog Description, Audience, and Pre-requisites

COMM 322 (3-0-3) is offered each Fall and is an upper-division, undergraduate course. As indicated in the course catalog, this course focuses on a study of argument and refutation as applied to the debate situation. Emphasis is upon research, analysis, writing of argumentative briefs, and actual debating. Prerequisite: COMM 211 or permission of instructor.

Course Description

This course is designed to enable students to become more effective producers and more critical consumers of argumentation. The skills gained in this course can be applied to virtually any method of decision –making or problem-solving in which people weigh two sides of an

issue, from complex tasks in the practice of law or in the marketplace to simpler tasks such as reading a newspaper or watching television. Most importantly, this course will explore the questions of how the skills of argumentation and debate may be applied to our spiritual lives. How do we ask important controversial questions in a way that supports our point of view but also demonstrates our respect for other individuals as children of God? How do we persuade people without becoming obnoxious, thus destroying our influence as lights in a world of darkness? How do we as Christians use these skills of argumentation to “Change the World?” In essence, this course will seek to examine ways in which we may argue truth as followers of Christ.

Course Objectives

The goal of this course is to provide students with a working knowledge of the theories behind argumentation and the ability to examine issues critically from a multidimensional perspective. The practical skills that students should gain from taking this course include the following: identifying controversial claims, analyzing issues to be resolved, investigating appropriate evidentiary materials, formulating relevant arguments, supported by evidence, briefing arguments, presenting a case clearly and persuasively, and attacking and defending positions.

The course goal will be satisfied by meeting the following competencies:

Competencies	Measurement Instruments
Understand theory of argumentation as it relates to understanding the components of arguments (Toulmin model).	Quizzes, daily ROARS, tests, engagement
Understand how to find and use credible sources to support an argument.	Quizzes, Daily ROARS, tests, affirmative and negative speeches, campaign advertising assignment, IPDA debates
Apply reasoning to connect claims and evidence to support arguments.	Daily ROARS, affirmative and negative speeches, IPDA debates
Create and evaluate cohesive arguments to persuade an audience to support a proposition.	Daily ROARS, affirmative and negative speeches, campaign advertising assignment, IPDA debates, engagement
Use an intermediate-level extemporaneous argumentation and speaking style.	Daily ROARS, affirmative and negative speeches, IPDA debates, engagement

Statement on Cooperation with Americans with Disabilities Act (ADA)

Abilene Christian University and The College of Arts and Science comply with the ADA in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disability Act and would like to request an accommodation, please see me as soon as possible. A link to helpful resources for on this topic is included here - [Alpha Scholars](#).

Anti-Harassment Policy

Abilene Christian University and The College of Arts and Sciences comply with Title IX policies on harassment. We strive to comply with all applicable legal requirements prohibiting,

preventing, and responding to harassment against any member of the ACU community (e.g., **Title VI, VII, and IX**). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. If you want to report or know more about anti-harassment guidelines, this link will detail your rights and how to respond [ACU Anti-Harassment Policy](#).

Statement on Academic Honesty

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course.

Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: [ACU Policy](#).

Attendance Policy

Your attendance is expected at every class meeting. When a student is scheduled to debate NO EXCUSES will be accepted for postponing or rescheduling the debate. The student may find another student with whom to trade days; however, it is the student's responsibility to make the trade (there will be no make-up of debates). Some exceptions are considered for University-sponsored activities where prior notice of the absence is provided. Serious medical emergencies are also given consideration with a doctor's written excuse at the next class period. In any event, no make-ups will be allowed during final exams. **Students with more than 2 unexcused absences will have their final grade in the course lowered 1 point for each absence over 2** (Excused: University business or major medical issues). **Students with 7 or more absences (excused or unexcused combined) may be dropped from the course. Use your absences wisely. Absences are intended to be used for unplanned illness or great need. Note: 3 tardies = 1 absence. If you are in attendance for every class, with no absences, 2 points will be added to your final grade.**

Assignment Points

- ROARs -- 50 points
- Affirmative Speech -- 100 points
- Negative Speech -- 100 points
- Quizzes -- 50 points
- Campaign Advertisement Paper -- 100 points
- Exam I -- 100 points
- IPDA Debates - two of these (150 each) -- 300 points
- Engagement --100 points
- Forum/Final --100 points

Total 1,000 points

Grading Scale

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

ASSIGNMENTS

- **ROARs (50 points)** Several times throughout the semester (on days that are not a presentation days), the first 10-minutes of class will be dedicated to this presentation. The first week of class I will give the class a list of claims. At the beginning of class, the Instructor will choose a claim and make an argument. Individuals volunteer to either support my position or refute my claim in 1-2 minutes. Each student must participate at least once during the semester. Only 10-minutes will be dedicated to this each day, so students will be allowed to speak on a first-come first-serve basis. A rubric and further instructions will be given before the ROARs begin.
- **Affirmative Speech (100 pts.)** You will choose a controversial issue on which to write an Affirmative speech. You will write the proposition and then build a speech that supports (affirms) your proposition. Your proposition will need to be approved by the professor and a topic can only be chosen by one student. You will present a 5-6 minute speech, requiring practice and good management of content and time. More details will be given in class and in the assignment notes in the module.
- **Negative Speech (100 pts.)** You will choose one of your classmate's Affirmative speeches from the previous assignment and write a negative speech to negate their proposition. You will build your speech with evidence and support in a 5-6 minute speech. Your Negative speech topic will need to be approved by the professor and a topic can only be chosen by one student. Your speech will be addressing a previous speech, so careful note taking in class will be required to adequately address the issues. More details will be given in class and in the assignment notes in the module.
- **Quizzes (50 pts. total):** Approx. 5 quizzes will be given over the assigned reading for the day. Quizzes will occur in the first 5 min. class. If you are late or absent, you will not be able to take the quiz.
- **Campaign Advertisement Analysis (100 pts.)** 3-4 page paper analyzing the argument in a campaign or advertisement for a public issue (can be a political campaign, public

health issue, public referendum, or public service announcement). A rubric and further instructions will be given before the assignment.

- **Midterm Exam (100 pts.):** There will be one online exam in class.
- **IPDA Debates (2 through semester/150 pts each):** Sides for each debate will be chosen by drawing in class. You and your opponent will advocate for or against the resolution (claim). Procedure for this assignment will be discussed in greater detail in class. Briefs must be emailed to the instructor before the debate. If a brief is not turned in to the Instructor before the debate, the debaters will receive a "0" on the debate. A rubric and further instructions will be given before the assignment.
- **Forum/Final (100 pt):** Students will participate in a forum much like the UN where they advocate their stand on an issue. In this forum, they will utilize the totality of skills learned in the class. A rubric and further instructions will be given before the assignment.
- **Engagement (100 points) Based on participation in discussion, activities, and attendance/promptness.**

●
A Note on Formatting: All written work must be typed in 12 point Times New Roman font, double-spaced, 1-inch margins, with a clear heading up at the top. Your name must be included. All written work (with the exception of quizzes and engagement points) is submitted through Canvas and is due by class time on the assigned due date. Assignments submitted electronically must be in Microsoft Word (.doc) format and named with your last name and the assignment (ie. "Mack - Rhetorical Analysis 1.doc"). All written work must use **APA format and citations**.

A Note on Late Work: Late work will not be accepted. Similarly, technology issues are not an excuse for turning in an assignment late.

Course Calendar

We will abide by the Course Calendar dates as listed in the MODULES portion of the Canvas Course. ***Note, there are assignments indicated within the Modules that ARE NOT LISTED IN THE CANVAS CALENDAR.***

Electronic Devices

You may use your mobile device or computer to take notes during class. Respectful use of electronic devices includes silencing phones and tablets and avoiding websites such as Facebook, Twitter, YouTube, Netflix or other sites that distract you from class. I also request you do not play games during class. **Your professor reserves the right to mark students as "absent" if they fail to use their electronic devices respectfully.**

Email Protocol

When communicating via email, please be sure to use a good communication style, including spelling and grammar – remember, that "text speak" is unprofessional and, therefore, not acceptable. Be sure to sign your emails. Let me know who sent the email.

Appeal Process

- If a student wishes to appeal a grade on a paper, homework or a RAT, the following process must be followed:
- Wait 24 hours before submitting a written appeal.

- In the written appeal, identify the problem with the grading, what one believes to be the correct answer, and reasoning on why grade should be changed.
- Appeals need to be submitted via email.

NOTE: This syllabus may be amended if warranted providing the class is informed.