

Instructor: Dr. Leslie Harris

Email: HarrisL@uwm.edu

Office: Johnston Hall 227

Phone: 414-229-2271

Office Hours: W 2:00-3:00 and by appointment

Class meeting time/location: Friday 12:00-2:40, Merrill Hall 244

Course Description:

Argumentation, the exchange of reasons in order to influence others or discovery knowledge, is a pervasive feature of public and private life. We all engage in argumentation, and we all depend on it. However, many people are dissatisfied with the quality of public argumentation in the United States today. In this course, students will consider argument in both theory and practice. Unlike a usual graduate level seminar in argumentation, this course integrates a practical component with its study of argument theories through a service learning experience. Assignments will require students to engage in and practice argumentation to test the practical value and limits of those theories. The course does not assume any prior knowledge of argumentation theory or practice.

Resources:

1. This Syllabus, which is intended to give you an overview of the course.
2. Class time: Attendance and active participation are required.
3. Readings: Complete all of the scheduled readings before you come to class, and bring a copy of all the assigned readings to class with you each day. The assigned book is Perelman and Olbrechts-Tyteca, *The New Rhetoric*. Some reading will also be available on Desire2Learn (D2L).
4. The instructor: Please talk to me if you have ANY concerns or questions. I enjoy talking to students, and the earlier in the semester you come and talk to me the better able I am to adjust the class to meet your needs. I want everyone to learn in this class, so I am willing to adapt the course to your individual learning needs--if you ask, and give me a compelling reason.
5. Your fellow students: The classroom should be a cooperative environment where we support and challenge each other in our exploration of argument. As a result, your active participation in class discussion and respect for other students is essential.

Other Course Policies:

1. This course follows all university, college, and department policies. Check out <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf> for university policies.
2. Turn in all assignments via D2L by the beginning of our scheduled class time on the day that the assignment is due. After that time, your assignment will be considered late, and there will be a grade deduction for every day that your assignment is late. I will not accept assignments in my mail box or via email. Always keep copies of your assignments.
3. All written work should conform to high standards of composition. Clarity of organization and style, correctness of grammar, spelling, and sound mechanics of composition will be factors in my evaluations. Page limitations refer to papers written in twelve point times new roman, double spaced, with standard margins. If you decide to change any of these standards, expect the page limit to change accordingly.
4. Academic dishonesty is strictly prohibited. Academic dishonesty includes, but is not limited to: turning in as your own any individual graded work that you did not produce entirely on your own; looking at another's work during, or otherwise cheating on, an exam or quiz; turning in an assignment for which you have received or will receive credit in another course; failure to document references completely and properly (including appropriate use of quotation marks, presenting full citations, etc.). Any student who uses, without proper acknowledgment, all or part of another's work as if it was his or her own or who allows others to use his or her work as if it was their own will face severe penalties (e.g., grade reduction; course failure; being reported for college disciplinary action). The UWM policies and procedures for academic misconduct can be found: <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
5. If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible to discuss this with your professor WITHIN THE FIRST WEEK OF CLASS to make appropriate arrangements. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
6. If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps. First, if you have not done so already, you should contact the Accessibility Resource Center (ARC) and arrange to meet with a ARC counselor who will help you determine whether your condition qualifies you for accommodations and to complete a VISA form describing the approved accommodations. Second, you should inform your instructor of your need for accommodation and provide the instructor with a copy of the completed VISA form. You are expected to complete these steps within the first three weeks of class or as soon as possible after learning of the need for accommodation, unless legitimate circumstances prevent you from doing so. If you have any questions about this process, please contact a ARC counselor. <http://www4.uwm.edu/sac/SACltr.pdf>
7. There will be accommodations for students called to active military duty. http://www4.uwm.edu/current_students/military_call_up.cfm
8. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final

examination or to complete some limited amount of term work. <http://www4.uwm.edu/secu/docs/other/S31.pdf>

9. Discriminatory conduct (such as sexual harassment) will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <http://www4.uwm.edu/secu/docs/other/S47.pdf>

10. All grades are final. Unless a mathematical error has occurred, the grade you receive will not be changed. Do not wait until the end of the semester to attempt to engage me in a debate over your final grade. Please discuss your progress with me on a regular basis. I will not, however, discuss grades over email. Please submit a written appeal and then make an appointment so that we can talk in person.

11. Information on departmental and university policies on topics including drop procedures, retaking courses, incompletes, sexual harassment, safety, grade appeal procedures, Communication major/minor requirements, graduate requirements, and certificate requirements are available in UWM's current Undergraduate Bulletin, Graduate Bulletin, and the Communication Department's main office (Johnston 210). The L&S grievance policy can be found at http://www4.uwm.edu/lets-ci/upload/grievance_procedure.pdf. Policies on technology and academic misconduct can be found at: <http://www4.uwm.edu/lets-ci/communication/policies/> and <http://www4.uwm.edu/osl/dean/conduct.cfm>. The Communication Department's Grievance/Grade Appeal policy is available at <http://www4.uwm.edu/lets-ci/communication/policies/> under "Course Grade Grievance Procedure." Consistent with Letters and Science policy, a student has 30 working days after the action that triggered the appeal to file with the Department's Grievance Officer.

12. Please see D2L for writing guidelines, grading standards, and detailed assignment sheets.

13. There will not be a final exam for this course.

14. Students are expected to spend a minimum of 144 hours working on this course to successfully meet course learning objectives. At minimum students should expect to spend about the following amount of time on each activity: 38 hours of class time, 20 hours on the service learning project, 55 hours reading, assignments, and studying, 31 hours working on the final paper.

Assignments

Participation and Class Contributions

This seminar course will focus on discussion of assigned readings and public issues that class members bring forth for consideration. Your active and thoughtful participation is critical to shaping the quality and quantity of your own learning experiences as well as those of others in the seminar. Therefore, you are expected to attend every class and to be an active participant in both guiding and engaging in the discussion (if you must miss a class, please inform me beforehand). Before coming to class, be certain to identify those issues that you feel are most important and relevant for discussion, debate, questioning, and integration. In addition, please take responsibility for creating a constructive

dialogue in class by responding to, building on, and helping to develop the ideas of others as well as your own ideas. This means that, when relevant, you:

(a) ask for clarification and elaboration by others (e.g., "Can you say more about that?" "Would you give some examples of what you mean?" "How are you using the term 'x' when you say that?" "I don't think I fully understand; do you mean to say ...?" "How does your perspective relate to Student X's comment (or the article we read)?")

(b) Ask good questions of one another that will foster constructive and collaborative thinking, critical reflection, and problem solving (e.g., "Why do you think that there's so much (or so little) consensus among us on this?" "How does your personal experience (or theory x) fit with what the readings were saying?" "Could we build on one another's perspectives to try to make sense of this question?")

Service Learning Project

You will also be asked to participate in a service learning experience in this class to cultivate as well as apply skills and knowledge that we are working to develop within the course. The American Association of Community Colleges defines service learning: "Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service-learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community." You are expected to spend about 20 hours over the course of the semester on your project. The goal of the service learning is to connect theories of argument to the practice of argument the real world, and, at the same time, use your skills and experience to work with and help people outside of UWM.

Students will choose among several service learning opportunities and register on PAWS. Students are expected to have met with their organization by the 3rd week of classes, maintain consistent communication with their organization, and complete the specified project for the organization. Students are expected to deliver the completed project to the organization no later than December 11th. On December 11th, the last day of class, students will deliver a presentation during class time. The presentation will include; 1) a brief background and significance of the project; 2) research questions; 3) methods/techniques used; 4) results (final or preliminary); and 5) interpretation of results.

Your service learning will be evaluated based on weekly reflection journals. These reflection journals are due every week in which there is a class meeting beginning on the third week of class. Each journal should (a) connect your service learning work to the weekly course readings and (b) reflect on your service learning work for that week, exploring what you have learned as well as challenges.

Final Paper

In your final paper you will critically analyze an argument, set of arguments, or argument theory using the theoretical tools from class. This paper should not be a summary of the argument or the argument theories. Rather, you should apply an argument theory or set of theories for the purposes of critical analysis. Your thesis can be about the argument you are analyzing, the theory or theories that you are

applying, or both. You are expected to complete additional research beyond the course readings to complete the essay. The paper should be about 15-20 pages and is due on D2L at the end of our scheduled final exam time.

Assignment	Points	Due Date
Participation	300	Ongoing
Service Learning	350	Ongoing
Final Paper	350	12/21, 2:30pm

Final Points Final Grade

1000-930	A
929-900	A-
899-870	B+
869-830	B
829-800	B-
799-770	C+
769-730	C
729-700	C-
699-670	D+
669-630	D
629-600	D-
599-0	F

Tentative Course Schedule**9/4: Introductions****9/11: What is Argument?**

Brockriede, "Where is Argument?"

O'Keefe, "Two Concepts of Argument"

Rowland, "On Defining Argument"

Wenzel, "Perspectives on Argument"

9/18: Argument Structure

Toulmin, *The Uses of Argument*, Introduction, Ch 1 "Fields of Argument," Ch 3 "Layout of Argument"

9/25: Values

Perelman & Olbrechts-Tyteca, *The New Rhetoric*, Part 2 Ch 1 "Agreement"

Zarefsky, "Echos of the Slavery Controversy in the Current Abortion Debate"

10/2: Argument Schemes and Techniques

Perelman & Olbrechts-Tyteca, *The New Rhetoric*, Part 3 Ch 1 "Quasi-Logical Arguments," Part 3 Ch. 2 "Arguments Based on the Structure of Reality," Part 3 Ch 3 "Establishing the Structure of Reality"

10/9: Arguing Definition

Perelman & Olbrechts-Tyteca, *The New Rhetoric*, Part 3 Ch 4 "Dissociation of Concepts"

Zarefsky, "Definitions"

Walton & Macagno, "Reasoning from Classifications and Definitions"

10/16: Evaluation

Perelman & Olbrechts-Tyteca, *The New Rhetoric*, Part 3 Ch 5 "The Interaction of Arguments"

Farrell, "Validity and Rationality: The Rhetorical Constituents of Argumentative Form"

Walton, "Bias, Critical Doubt, and Fallacies"

10/23: Public Sphere and Argument

Goodnight, "The Personal, Technical, and Public Spheres of Argument"

Willard, "The Creation of Publics: Notes on Goodnight's Historical Relativity"

10/30: Public Deliberation

Asen, "Toward a Normative Conception of Difference in Public Deliberation"

Ivie, "Rhetorical Deliberation and Democratic Politics in the Here and Now"

11/6: Legal Argument

Balter, "The Search for Grounds in Legal Argument: A Rhetorical Analysis of *Texas v Johnson*"

Walton, "Burden of Proof"

Sunstein, "Analogical Reasoning"

11/13: Visual and Physical Argument

Birdsell & Goarke, "Outlines of a Theory of Visual Argument"

Palczewski, "The Male Madonna and the Feminist Uncle Sam"

DeLuca, "Unruly Arguments: The Body Rhetoric of Earth First!, Act Up, and Queer Nation"

11/20: No Class-- NCA and work on final papers and service projects

11/27: No Class-- Thanksgiving Break

12/4: Problems with Traditional Conceptions of Argument

Orr, "Just the Facts Ma'am: Informal Logic, Gender and Pedagogy"

Liu, "Justifying My Position in Your Terms: Cross-Cultural Argumentation in a Globalized World"

Brockriede, "Arguers as Lovers"

12/11: Service Learning Presentations