

# ANALYSIS OF ARGUMENT



## DETAILS

We will learn how to critically analyze, evaluate, and craft arguments

You do not need to have completed any prerequisites prior to taking this course

You will receive 3 credit hours for this course.  
Per university policy, budget a total of 9 hours each week (3 in class; 6 for readings and assignments)

You will receive credit for both one QB and one HF general education requirement

## OBJECTIVES

Understand principles of both effective argumentation and critical analysis

Apply these principles to develop reasonable written and oral arguments

Evaluate an assortment of public arguments in a variety of contexts

## MATERIALS

[Lunsford, A. L. & Ruskiewicz, J. J. \(2019\). \*Everything's an argument\* \(8<sup>th</sup> ed.\). Bedford St. Martin's](#)

The Department of Communication participates in the [Inclusive Access Program](#) to keep the textbook affordable. You are responsible to opt out of Inclusive Access if you do not want to participate in the program.

The Inclusive Access textbook is available via [Canvas](#) under the Bookshelf navigation tab.

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## INSTRUCTOR

Jeremy Freed

Please call me Jeremy

Use email to contact me:

[jeremy.freed@utah.edu](mailto:jeremy.freed@utah.edu)

I will reply to Canvas Inbox messages; email is more reliable

Office Hours are by appointment only and will be virtual via [Zoom](#)

## METHODS

My primary goal for this course is to help you attain mastery of the learning objectives. I will provide materials, support, and guidance to help aid you in achieving that goal. I hope you will take this course seriously, budget appropriate time, and actively engage in coursework.

I use a variety of instructional approaches including lecture, readings, discussions, and case studies to engage with and apply the course concepts

## PLAGIARISM

[Plagiarism](#) means passing off someone else's work as your own or not giving credit to someone when you use their ideas.

[Academic misconduct](#) includes submitting graded work for multiple classes, completing work for others, and making false claims.

You do not have any permission to use any graded assignments in this class for any other class. You must cite and reference any quotations or paraphrased ideas from the work of others ([use APA format](#)).

I use [Turnitin](#) software to detect plagiarism.

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## ASSIGNMENT

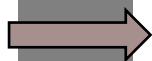
## DESCRIPTION

IN-CLASS WORKSHOPS



You will work in groups to complete collaborative assignments, including discussions, certain reading responses, and peer feedback on work in progress. Most classes will include a workshop component. A total of 5 workshop items will be submitted for credit

READING RESPONSES



You will write short answers to the Respond prompts in the textbook. You may not select Respond prompts that require in-class or group work for these responses. Select a total of 10 Respond prompts and write responses to those prompts

ONE-PAGE ARGUMENTS



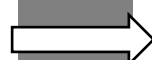
You will select an issue and write a one-page argument supporting one side of that issue. You will then write a one-page argument supporting the opposite side of the same issue. You will write for and against a total of 5 issues

IN-CLASS DEBATE



You and a partner will prepare a comprehensive argument about a contemporary political issue. You will each write an essay supporting opposing sides of the issue. You will then present each side of the issue in class in a debate-style format

IN-SITU ARGUMENT



You will attend (in-person or virtually) a local public presentation (on campus or in the community) and write a short analysis of the strategies used and quality of the speaker's arguments

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## LEARNING ASSESSMENT

You will demonstrate your progress toward the course learning objectives in a variety of ways.

**Workshops and reading responses** are formative assessments, meaning they are intended to show your progress in understanding the principles of effective argumentation and critical analysis.

Formative assessments receive either a Satisfactory or Needs Revision grade. Satisfactory progress meets all criteria specified in the assignment rubric. Needs Revision means the criteria was not met and you should edit and resubmit your work to receive credit.

**One-Page Arguments, In-Class Debates, and In-Situ Analysis** are summative assessments, meaning they are intended to demonstrate your ability to evaluate public arguments, integrate textual evidence to ground and support your own arguments and claims, as well as recognize argumentation strategies and critically gauge the quality of arguments made in a real-world setting.

Summative assessments receive points based on criteria specified in the assignment rubric.

ASSIGNMENT GROUP

← FORMATIVE

← SUMMATIVE



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## GRADE PROCESS

Each Satisfactory Workshop assignment receives 4 points (**out of 20 points possible** for all 5 Workshop assignments). NOTE: We will spend some time each class workshoping. You choose which workshop materials to submit.

Each Satisfactory Reading Response assignment receives 2 points (**out of 20 points possible** for all 10 Reading Response assignments). NOTE: There are many more Respond prompts than required submissions. You choose which prompts to respond to.

Each One-Page Argument is worth up to 3 points for each side of the issue (**out of 30 points possible** for both sides of 5 issues).

In-Class Debates are worth up to 20 points (**out of 20 points possible**).

In-Situ Analysis is worth up to 10 points (**out of 10 points possible**).

To make it easier to track your progress I use a 100 point scale. This means that every point you earn in the course is equal to one point of your total grade.

I use [Canvas](#) to facilitate assignments. Assignment descriptions and grading rubrics are included for each assignment. You are responsible for carefully reading assignment descriptions to understand what is expected and grading rubrics to know precisely how your work is assessed.

## SCALE

FINAL LETTER GRADE	POINTS EARNED
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63

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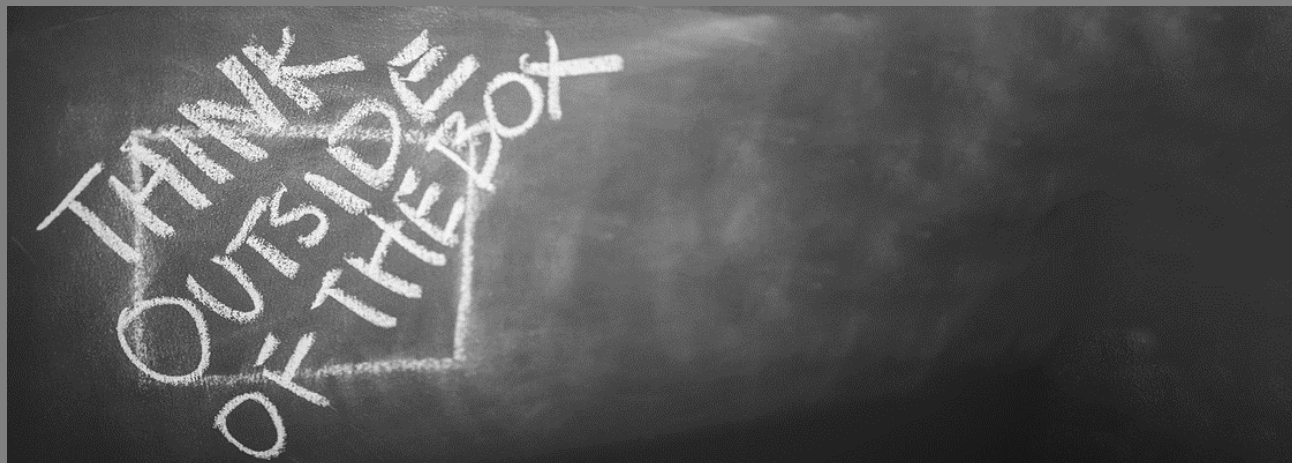


## COURSE SCHEDULE

We will use the following schedule to guide this course. This schedule is not a contract and may be modified if changes will improve progress toward learning outcomes. Chapter Readings are included the week **BEFORE** they are due. This means that you must complete reading assignments before the date that follows. For example, Read Chapter 3,4 must be completed before class on January 24.

WEEK OF	TOPIC(S)	ASSIGNMENT(S)
January 10	What is argumentation?	Read Chapter 1,2
January 17	<b>Martin Luther King Jr. Holiday NO CLASS</b>	Read Chapter 3,4
January 24	What are the elements of argumentation? Pathos, Ethos, Logos	Read Chapter 5 <i>One-Page Argument (First Issue) – Due Jan 28</i>
January 31	What are pitfalls in argumentation? Fallacy	Read Chapter 6
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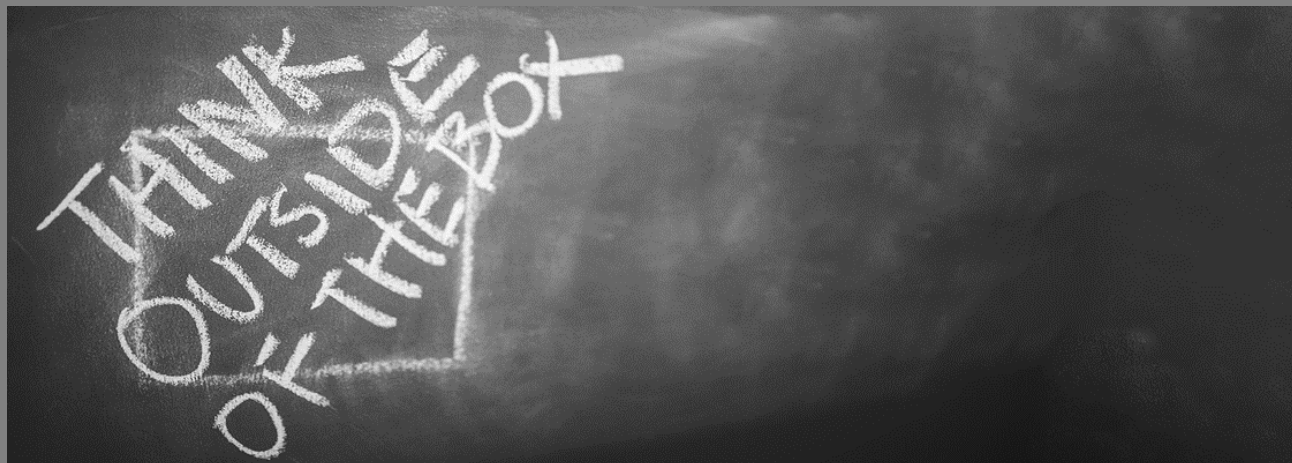


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WEEK OF	TOPIC(S)	ASSIGNMENT(S)
February 7	Are arguments reasonable?	Read Chapter 7
February 14	What do arguments look like?	<i>One-Page Argument (Second Issue) – Due Feb 18</i>
February 21	<b>Presidents' Day Holiday NO CLASS</b>	Read Chapter 8,9
February 28	Argument strategies: Fact and Definition	<i>One-Page Argument (Third Issue) – Due Mar 4</i>
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## COURSE SCHEDULE

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WEEK OF	TOPIC(S)	ASSIGNMENT(S)
March 7	<b>Spring Break NO CLASS</b>	Read Chapter 11, 12
March 14	Argument strategies: Causal and Proposal	Read Chapter 13,14
March 21	Aiding arguments (Style and Visual)	Read Chapter 17 <i>One-Page Argument (Fourth Issue) – Due Mar 25</i>
March 28	Arguing for knowledge (Academic Argumentation)	Read Chapter 18,19,20
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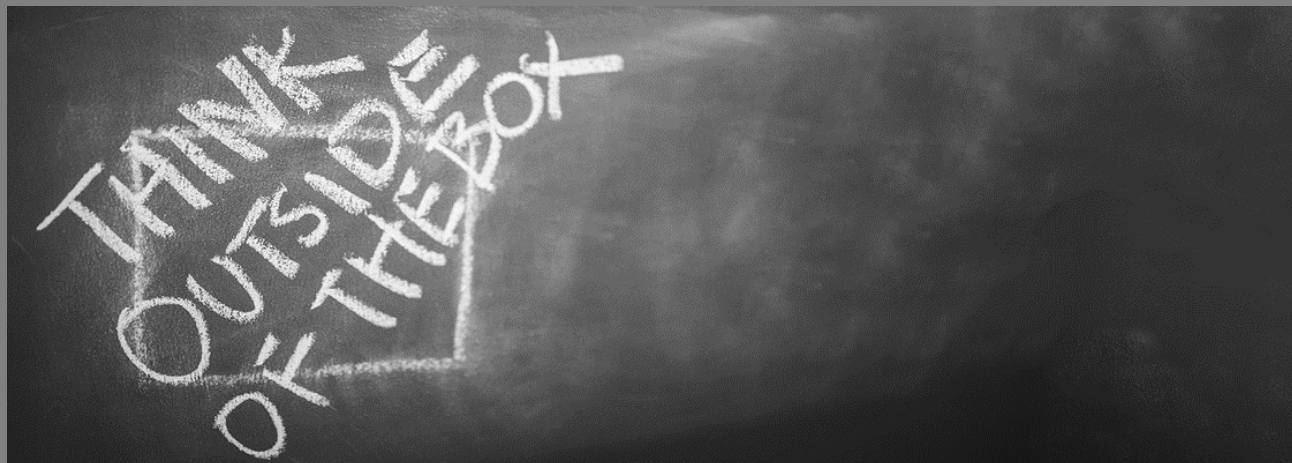


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WEEK OF	TOPIC(S)	ASSIGNMENT(S)
April 4	How do we support arguments? (Evidence and Sources)	<i>One-Page Argument (Fifth Issue) – Due Apr 8</i>
April 11	Workshop and Debate Prep	None
April 18	In-Class Debates	<i>In-Class Debates – Due in Class</i>
April 25	In-Class Debates	<i>In-Class Debates – Due in Class</i> <i>In-Situ Analysis – Due May 4</i>
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## COURSE SCHEDULE

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IMPORTANT EVENTS	DATE
Last day to add without a permission code	January 14
Last day to wait list	January 14
Last day to add, drop, audit, and elect CR/NC	January 21
Last day to withdraw from classes	March 4
Last day to reverse CR/NC option	April 22
Classes end	April 26
Reading day	April 27
Final exam period	April 28-May 4

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## CLASS ATMOSPHERE

A RESPECTFUL CLASSROOM ENVIRONMENT IS OUR COLLECTIVE RESPONSIBILITY

### YOUR RESPONSIBILITIES

- Log into Canvas at least once each week to review readings and assignments
- Demonstrate academic maturity by coming to class having completed readings and prepared to actively participate
- Use respectful verbal and non-verbal responses to others (e.g., be civil)
- Use “I” language rather than “you” language (i.e., “I feel” not “You made me feel”)
- Avoid derogatory language and/or bullying tactics
- Contact me in a timely manner if you have questions, are struggling with course materials, or need further assistance
- Follow all official University of Utah policies regarding interpersonal conduct, academic dishonesty, and other rights and responsibilities outlined in the University of Utah [Student Handbook](#) and [Code of Student Rights and Responsibilities](#)

### MY RESPONSIBILITIES

- Design the course to include lectures, learning materials, and assignments that are accessible and provide you with opportunities to learn and practice course principles
- Ensure that the classroom remains a site of academic inquiry where we can engage with difficult content thoughtfully and respectfully
- Respond to your emails within 48 hours, not including holidays or weekends
- Complete grading within a timely manner
- Be available for individual consultation via virtual office hours and email. I will not require you to meet one-on-one in person
- Follow all official University of Utah policies regarding interpersonal conduct, accommodations, and other important duties outlined in the University of Utah Code of [Faculty Rights and Responsibilities](#)

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## COURSE POLICIES AND EXPECTATIONS

### ATTENDANCE

The university expects regular attendance. As we meet only once per week, attendance is very important. If you will miss a class due to participation in a university-sanctioned event you must notify me prior to the event. For circumstances beyond your control (e.g., illness, emergency) contact me as soon as possible. Employment obligations that conflict with class are not excusable absences.

I may record class meetings as a courtesy for those who miss class due to illness, emergency, or participation in university-sanctioned events. I will NOT stream (IVC) the class since this is an in-person class

### CONTENT ACCOMMODATIONS

I select course content as a vehicle for learning, to help illustrate core principles, and to promote critical thinking. You may be exposed to ideas or concepts you might find discomforting or offensive. I will not make accommodations to course content, requirements, or expectations. I suggest you try and keep an open mind and be willing to face challenging intellectual arguments. I will not suggest that you change deeply held beliefs. If you believe that exposure to course content will place an undue burden on your sincerely-held core beliefs, drop the class

### CONTENT WARNINGS

I may choose to notify you of potentially difficult content (e.g., explicit language, graphic images, violent themes, etc.) throughout this course. If there are specific topics that you need advanced notice for, contact me at the beginning of the semester.

Bear in mind that argumentation includes inherently difficult and controversial topics, such as abortion, first and second amendment protections, and interpretation of cultural symbols

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## COURSE POLICIES AND EXPECTATIONS

### NON-CONTENT ACCOMMODATIONS

#### RELIGIOUS PRACTICE

To request an accommodation for religious practices, contact me at the beginning of the semester.

### NON-CONTENT ACCOMMODATIONS

#### ACTIVE-DUTY MILITARY

If you are a student on active duty with the military and experience issues that prevent you from participating in the class due to deployment or service responsibilities, contact me as soon as possible to discuss appropriate accommodations

### NON-CONTENT ACCOMMODATIONS

#### PERSONAL CIRCUMSTANCES

Please contact me as soon as possible if an extreme personal circumstance (e.g., hospitalization, death of a close loved one, etc.) is interfering with your ability to complete work

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## COURSE POLICIES AND EXPECTATIONS

### PROFESSIONALISM

I expect you to turn in work that is university-quality. This means you have clearly proofread for errors, edited for concision and clarity, and used [APA citation format](#) for all citations/references. Formative assignments can be less formal, while summative assignments should employ more formal language. I recommend, but do not require, using a tool such as [Grammarly](#) for helping with editing and proofreading. As a general rule I will not accept late work. I retain the authority to decide whether any situation or circumstance warrants adjustment of the course schedule or policies. I will provide extensions for any assignment provided you send me an email time-stamped prior to the due date

### RESPECT

If you need to use the restroom, please do so. No need to ask. The same policy applies if you need to make a phone call, blow your nose, get a drink of water, or take care of other needs. When entering or exiting the classroom, be courteous. If someone is speaking, try and wait for a break. Also please be careful to not interrupt one another. At the Sandy Center, food can only be eaten in the Student Lounge. Drinks are fine in the classroom if contained in a personal container with a lid. Snacks are fine in the classroom as long as you can contain crumbs and utilize garbage cans to dispose of wrappers, etc. When in doubt, err on the side of courtesy both to your classmates and to the Sandy Center staff

### GRIEVANCES

If you have any concerns about the course, please meet with me to discuss your concerns as soon as possible. If we are not able to resolve your concerns, contact the course supervisor, [Dr. Kevin Coe](#). If you are not satisfied with Dr. Coe's response, contact [Dr. Natasha Seegert](#), the Director of Undergraduate Studies

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## UNIVERSITY POLICIES AND RESOURCES

### ANTI-RACIST CODE OF CONDUCT



The Department of Communication Anti-Racist Code of Conduct (ARCC) is a collective commitment by faculty, staff, and students in the Department of Communication. We aim to create an intersectional anti-racist departmental culture in which members are active bystanders who identify and interrupt racism in all forms, including discriminatory actions such as microaggressions, microassaults, and microinsults. The ARCC empowers all members of the Department to create a safe, welcoming, and equitable learning and work environment.

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### COVID-19



You are responsible for knowing and following the current university COVID-19 policy. COVID-19 testing and vaccination are available on campus. For more information, see COVID-19 Central

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### ACADEMIC MISCONDUCT



A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension, or formal dismissal from the program or the University, or revocation of the student's degree or certificate. Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriate collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another commit an act of academic misconduct. For more information see the Code of Student Rights and Responsibilities

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## UNIVERSITY POLICIES AND RESOURCES

### SEXUAL MISCONDUCT



Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police contact the Department of Public Safety, 801-585-2677 (COPS)

### AMERICANS WITH DISABILITY ACT



The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services

### CAMPUS SAFETY



The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677) or Sandy Police (801-799-3000) if you are at the Sandy Center. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu)

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## UNIVERSITY POLICIES AND RESOURCES

### NAMES AND PRONOUNS



I receive class rosters with your name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center

### DROP/WITHDRAWAL



The last date to drop a course for Spring Semester 2022 is Friday, January 21. The last day to withdraw from a course or from all courses for Spring Semester 2022 is Friday, March 4.

Withdrawing from a course and other matters of registration are your responsibility. Please visit the registrar for more information

### TECHNICAL SUPPORT



If you have technical issues with the [course Canvas site](#) or with other university-related technology (e.g., UConnect, Two-Factor Authentication), you can find help through University IT

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## UNIVERSITY POLICIES AND RESOURCES

### VETERANS



If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm.

Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources.

Please also let me know if you need any additional support in this class for any reason.

### DIVERSITY & INCLUSIVITY



It is my intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally

### UNDOCUMENTED STUDENTS



Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific course activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed status families. To learn more please contact the Dream Center at 801-213-3697

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## UNIVERSITY POLICIES AND RESOURCES

### LEARNERS OF ENGLISH AS A SECOND OR OTHER LANGUAGE

There are several resources on campus that will support you with your language development, including:

[English Language Institute](#)

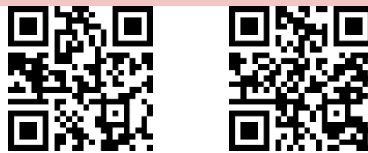
[International Student & Scholar Resources](#)

[English for Academic Success \(EAS\) Program](#)

[Writing Center](#)

Please let me know if there is any additional support you would like to discuss for this class

### WELLNESS



Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to me to handle issues regarding your coursework

### STUDENT SUCCESS

The University has many resources available to aid you in achieving success as a student. Student success resources include:

[TRIO program for low-income, first-generation, and students with disabilities](#)

[American Indian Resource Center](#)

[Black Cultural Center](#)

[Center for Childcare & Family Resources](#)

[Center for Disability Services](#)

[Center for Ethnic Student Affairs](#)

[Office for Inclusive Excellence](#)

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