



LOYOLA

UNIVERSITY CHICAGO

COMM 230: Argumentation and Advocacy Fall 2023 Syllabus

Course Title: Argumentation and Advocacy
Course Number: COMM 230 01
Credit Hours: 3
Semester: Fall 2023
Meeting Day: MWF, 1:40 p.m. – 2:30 p.m.
Location: Online

Zoom link: <https://luc.zoom.us/j/83488118873>

Instructor: Carrie O'Connell
Email: coconnell8@luc.edu
Office Hours: Wednesdays, 2:30 – 3:00 p.m. after class, and Fridays, 1:40 p.m. - 2:30 p.m.
(use class Zoom link) or by appointment (please email me to arrange)

COURSE INFORMATION

Catalog Description: This course is an introduction to analyzing and critiquing arguments, and inventing extended arguments to advocate positions.

Outcome: Students will be able to analyze and critique both individual arguments and extended cases; demonstrate understanding of the relationship of argumentation to audience and context; and invent arguments and develop cases for advocacy.

Prerequisite: COMM 175

Course Rationale: This course is designed to improve students' critical thinking skills. Students will be challenged to improve their listening skills, their research abilities, and their understanding of reasoning and logic. We will discuss a wide variety of topics in class. The aim of the course is not to promote a specific idea or agenda, but to analyze controversial topics facing the world today. **It is understood that the students' work may not express their own beliefs.**

Online Course Definition: An online course at Loyola University Chicago is one that requires **no face-to-face meetings on campus; all course activities will be conducted via the internet.** However, there may be specific times throughout the course when students are required to participate in real-time, virtual (synchronous) sessions.

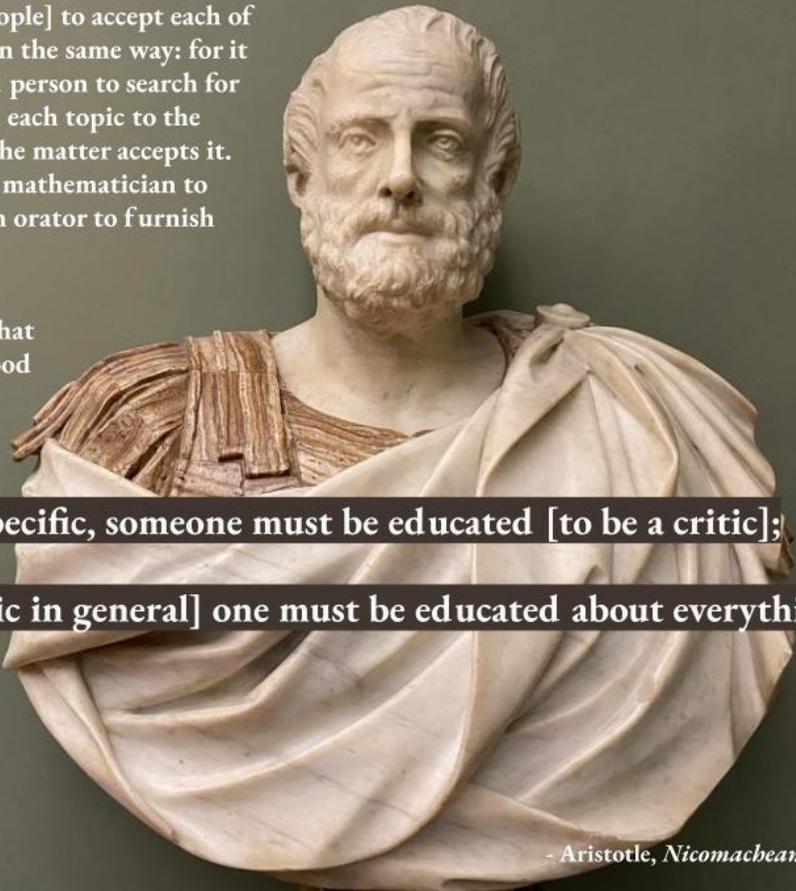
Instructional Modalities: This class is lecture-based course scheduled from 1:40 p.m. - 2:30 p.m. on Mondays, Wednesdays, and Fridays. Each week, you will participate in both real-time (synchronous) class lectures hosted on Zoom on Mondays and Wednesdays, and asynchronous work sessions on Fridays where you will complete class discussions and other assignments independently. I will show external media content in this course (extended videos, documentaries, etc.) and I expect that you will use the scheduled class time on Fridays to review this material prior to the week we will discuss it.

On Fridays, I will host live office hours during our class time (please stop by!) while you complete discussion replies and other assignments for class. All appointments and meetings beyond our scheduled class time (e.g., office hours) will take place on Zoom as well.

All written assignments will be submitted to Sakai—*nothing will be handed out and/or submitted physically or via email.*

Participation/Critique and Involvement: Active participation in all discussions and critiques is essential. Critiques are the fundamental exercise in developing your skills as a critical thinker and rhetorician. It is in this arena where interaction and collaboration with your peers determines the success of your work.

Professionalism means that you communicate clearly and respectfully with your professor and peers, and that you are committed to producing high quality work. In addition, it also means you must coordinate your work and personal business around your class schedule.

A marble bust of Aristotle, showing him with a full beard and hair, wearing a draped garment. The bust is set against a dark background.

“It is right that we ask [people] to accept each of the things which are said in the same way: for it is the mark of an educated person to search for the same kind of clarity in each topic to the extent that the nature of the matter accepts it. For it is similar to expect a mathematician to speak persuasively or for an orator to furnish clear proofs!

Each person judges well what they know and is thus a good critic of those things.

**For each thing in specific, someone must be educated [to be a critic];
to [be a critic in general] one must be educated about everything.”**

- Aristotle, *Nicomachean Ethics*

COURSE POLICIES

Classroom (Zoom) Guidelines

- Please make sure you are logged into your LUC Zoom account to participate in class sessions. Only credentialed users may join our class Zoom link. You will be directed to a waiting room when you first login. I will open the room about 10 minutes before class each day.
- Students will interact with the instructor and classmates a great deal, primarily through Zoom. Please sign into Zoom using your first and last name. You may register a preferred name with the University and with your instructor.
- Please strive to be your best self in this online context: be respectful and patient with the instructor and your fellow classmates, just as you would in person. The Student Code of Conduct also applies in the virtual environment. Students are expected to enthusiastically engage in course activities, active note-taking, and discussions during the synchronous session.
- Appearing on camera also has implications for your classmates. Meetings without participants on video are less accessible, especially for students with hearing impairments. **Students are encouraged to enable video unless their internet speed does not support it.** You may choose to enable a neutral virtual background in Zoom to increase privacy.
- **Please mute your microphone when you are not speaking to reduce background noise.** Please use a headset or headphones with a microphone when possible to improve audio quality. Please try to connect in a quiet, distraction-free place when possible.
- **Please stay on topic.** Use the chat window for questions and comments that are relevant to class. Comments that are off-topic make it difficult for the instructor to address students' questions about the course. Disrespect or hate speech will not be tolerated. Just like in an in-person class, respectful behavior is expected. Consider Zoom a professional environment, even when you're typing in the chat.

Use of Course Material

- Students should not share the link to any recorded class session with anyone not currently enrolled in the course section. Students requesting the use of assistive technology for an accommodation should direct such requests to the Student Accessibility Center. **Unauthorized student recording of classroom activities is prohibited.** Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be subject to the processes and procedures that uphold Community Standards.
- You may download the materials (EXCEPT exam questions) for non-commercial, personal, or educational purposes only. Beyond this use, no material (including video, screenshots, files, and any other material) from the course website may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Unauthorized use of classroom recordings or

screen captures of virtual classrooms— including distributing or posting them — is also prohibited.

Classroom Etiquette

Class discussions in class should be comfortable and respectful. **As is the nature of the course, we will be addressing current issues of importance, and I expect absolute professionalism at all times whether we are having casual conversation or structured debate.** As we learn the structure of forensic argument, the merits of artistic and inartistic proof, and the strategies for effective appeals, it should be understood that arguments will be based on verifiable and trustworthy research, will showcase a variety of argumentation tactics, and will rise to the level of established forensic principles. Keep in mind that there will be a diversity of experiences, opinions, and beliefs in this class.

It is imperative that there be an atmosphere of trust and safety in this course. I will attempt to foster an environment wherein each student is able to hear, be heard, and respect each other. It is critical that students show respect for all worldviews expressed in class. Some of the material covered in this course may evoke strong emotions, so please be respectful of others' emotions and be mindful of your own. Let me know if something said or done in this course—either by myself or other students—is particularly troubling or causes discomfort or offense.

While our intention is not to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address these issues.
2. Discuss the situation with the class. Chances are, there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material.
3. Notify me of the issue through another source, such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Late Work: I understand that unmitigated circumstances may cause students to miss assignments or in-class work. For this reason, students are expected to communicate with me directly about submitting make-up work. Please note, however, that papers and homework may be downgraded by 10% for every (class session) day late.

Privacy and Defamation: I realize that this is a communication course that deals with contemporary topics, and you may be personally well-versed in social and otherwise contemporary media. If you choose to communicate regarding this course on social networking sites such as Facebook, X (formerly Twitter), TikTok, Instagram, Storify, etc., please remember to use discretion. Inappropriate communications have the potential to become privacy issues for class members and/or the instructor, as well as defamation risks for yourself. Absolutely no photography or video recordings are permitted during class sessions unless otherwise authorized by the instructor for ADA purposes.

Grade Book: Assignment scores will be posted in the grade book no more than one week after the assignment has been submitted. Please check the grade book in Sakai frequently to stay abreast of your class standing.

Communication with Instructor: My preferred outlet for communication is **Office Hours (Mondays / Wednesdays, 2:30 p.m. – 3:00 p.m., Fridays 1:40 p.m. - 2:30 p.m. via Zoom).**

I **strongly** urge you to talk with me about your essays, class projects, or any aspect of this class at any time. I can help you generate ideas, proofread drafts, and answer any questions you may have. If you have any questions, I do expect you to communicate with me. I will do everything in my power to make this a comfortable and meaningful experience.

I am available via email Monday – Friday between 8:00 a.m. – 5:00 p.m., which means I use that time (when not teaching) to check email and respond. I will return emails in the order they are received within a 24-hour period Monday – Friday, meaning if you send an email at 10:00 a.m. on Monday, you will have a reply by 10:00 a.m. on Tuesday, barring any major and unexpected circumstances. Any email received after 5 p.m. on Friday will be returned the following Monday.

Attendance & Participation: This is a communication course, which means *student involvement is essential*. Students may miss **two class sessions** without documentation or penalty—use them wisely. Repeated unexcused absences will negatively impact your final grade. In-class debates, or other in-class activities that require group involvement may **NOT** be made up unless you have clear, dated, and specific documentation (e.g., doctor's note).

If you have a chronic medical condition that you think may interfere with your performance in class, please visit the Student Accessibility Center early in the semester or with the first onset of symptoms. If you are experiencing a personal dilemma, such as a family crisis or emergency, speak with me as soon as possible.

Student Accommodations: Any student that requires special accommodations or accessibility for this course—including for online exams and assignments—should provide documentation from the Student Accessibility Center confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course format and content; however, it is the student's responsibility to plan in advance in order to meet their own needs and course expectations.

Managing Life Crises: If you are experiencing a crisis pertaining to your personal, physical or mental well-being, you have access to the Loyola University Wellness Center, which includes emergency and crisis care for mental health, group counseling, and self-assessment tools. For more information, visit: <https://www.luc.edu/wellness/mentalhealth/emergencycrisiscare/> or call 773-508-8883. Similarly, I encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support.

If you are experiencing mental or emotional distress beyond your ability to manage safely right now: The Wellness Center has a service for students who are in crisis and need immediate assistance to speak to counselors and to receive crisis consultation, information on emergency resources, or even be directed to the Emergency Department, if appropriate. This service is available by calling **773-508-2530, Option 3** after hours, which includes weekends and holidays.

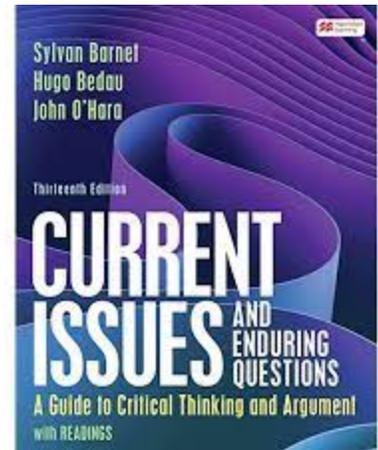
Academic Integrity: Students who commit an act of plagiarism **(this includes the use of AI to generate essays or other text)** or academic dishonesty, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others **without proper acknowledgement of the sources.**

For more information on standards for academic integrity at Loyola, visit:
https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

REQUIRED TEXTBOOK AND MATERIALS

We will be using *Current Issues and Enduring Questions* (13th edition) for this course. This is a new edition of the text, published in 2023. You may also use the 12th edition of this text (published in 2020) for chapter readings, however while the chapter content is the same, not all of the individual essay readings are the same.

If you use an earlier version of the text, you will be responsible for finding the accompanying essays. The 13th edition is available through the Loyola bookstore or through an online provider of your choice. Both a printed (paperback) edition of the text and e-text is available for this book. You may use either.



- ***Current Issues and Enduring Questions, 13th Edition***
 - By: Sylvan Barnet, Hugo Bedau, and John O'Hara
 - Publisher: MacMillan Learning
 - Print ISBN: 9781319332068

If you choose to buy direct from the publisher, please use this link:

<https://store.macmillanlearning.com/us/product/Current-Issues-and-Enduring-Questions/p/1319332064>

Note: You are not required to purchase the “Achieve” version of this text. In addition to an e-text, the “Achieve” platform is a separate interactive learning system provided by MacMillan that we **will not** be using for this course. If you choose to purchase or rent this version, please remember we will not be doing any of the accompanying activities in the Achieve platform.

Occasionally, I will provide additional readings in the form of PDFs provided to you in Sakai, however **NO ADDITIONAL TEXTBOOKS ARE REQUIRED.**

Additional Supplies and Equipment:

Students should have access to a Loyola email account and Sakai because communication and information about the course will be sent via these methods.

Additional recommended materials:

- Internet access and a back-up plan
- Access to a desktop or laptop computer
- File storage (USB, OneDrive, Dropbox, Google Drive, Microsoft 365)

REQUIRED COURSEWORK AND GRADE SCALE

Required Coursework & Grade Distribution		
Weekly Discussion Questions	200 points (10 assignments x 20 pts each)	Weekly discussions will reflect on the readings.
Short Essays	150 points (3 essays x 50 pts each)	Each essay must be between 750 - 1,000 (3-4 pages) words, double-spaced, and adhere to either MLA or APA style (student's choice).
Final Advocacy Project	250 points - Topic Proposal: 25 pts - Essay Rough Draft: 25 pts - Final Paper: 100 pts - Visual Presentation: 100 pts	Each element of the final project will have its own prompt.
In-class debate	100 points <u>Each debate:</u> - Debate prep materials: 50 pts - Debate performance: 50 pts	All debate preparation materials must be submitted by the end of the day on the date your debate is scheduled.
Current Event	25 points (1 assignment x 25 pts each)	During week 14, students will bring in a news article or timely thought piece / event related to the discussion for that week.
Attendance and Participation	75 (15 class weeks x 5 pts each)	To meet attendance and participation requirements, you must regularly attend all class sessions, complete assignments on time, engage with peers during in-class discussions, and contribute to the overall class discourse.
TOTAL	800	

Grade Scale	
A: 100-94	D+: 69-67
A-: 93-90	D: 66-63
B+: 89-87	D-: 62-60
B: 86-83	F: 59-0
B-: 82-80	
C+: 79-77	
C: 76-73	
C-: 72-70	

Explanation of Assignments:

Discussion Questions: Your assignment for each week is to respond to the posted Discussion Questions **and** to respond/question/discuss other students' discussion points and responses in regards to the readings. All discussion responses are due the week they are assigned.

Your Weekly Discussion Board Writing Tasks:

1. You will write (1) response (75-100 words in length), per discussion.

a. Think of this as a short and analytical summary that promotes discussion.

2. You will write (2) additional substantive posts (25-50 words in length) to classmates, per discussion.

a. Think of this as classroom discussion, but in the form of online replies.

Short Essays: Students will complete three short essays approximately 3-4 pages in length that responds to a specific prompt. Essays must be formatted in either MLA or APA style (student's choice). Your textbook comes complete with a formatting reference guide for both styles. You may also use the Online Writing Lab at Purdue (OWL) for reference:

- [APA Style Guide](#)
- [MLA Style Guide](#)

Final Advocacy Project: For your final project, you will work with 2-3 partners and create an advocacy campaign (in the style of a public service announcement) of your choice regarding a subject of contemporary cultural importance. The final project should include the following components:

- (1) One position 6-8 page essay per student that argues (in the style of your choice) for the adoption of a certain point of view, call to action, etc.
- (2) One visual / digital media advertisement (this can be a poster, short infomercial, social media reel, etc.) that supports this campaign.

You will present your campaigns to the class during the final week of Zoom class sessions.

The written essays should reflect the tenets of good persuasive writing, ensuring that the subject is carefully and thoroughly researched and tailored to a specific audience. You must include at least **three** appeals of argumentation / rhetorical strategies in each essay. Some ideas include:

- Mass incarceration / crime and punishment (use of AI in policing)
- The evolving state of education
- Climate crisis
- The future of labor in an AI-dependent world
- Human migration

In-class Debate: We will have one in-class debate this semester week 12. Students will be divided into 6 teams (5 people each), which will be decided by the end of week 3. I will allow you to choose your teams and the debate topics, however if you do not have partners by the end of week 3, I will assign them. In addition to debating, each team will also serve as “adjudicators” for a different debate during each session. For each debate, written prep work including research notes, annotated research articles, and an outline of points will be due, and worth 50% of the debate grade.

Current Event: During week 14, we will have a class discussion regarding the future of Artificial Intelligence (AI) and what this means for human productivity, creativity, and overall purpose. Your task is to bring to class a news article, opinion piece, or other relevant media artifact which touches upon this topic. You will perform a QTP (Question, Thoughts, Provocations journal entry) which you will submit to the discussion forum in Sakai. Be prepared to discuss this article with the class.

Participation and Attendance: Your success in this class is contingent upon your participation and attendance. This means **active engagement** in class and in discussion on Sakai. **Active engagement** is defined as participation in discussions, as well as the submission of weekly assignments.

****Each written assignment and debate will have its own dedicated prompt, posted to Sakai at least 4 weeks in advance of the due date.****

Course Calendar – COMM 230: Argumentation and Advocacy

Module 1: The Classical Period, Critical Thinking & Reading				
	Date	Topic	Readings	Deliverables
W E E K 1	8/28	Introduction and Welcome! - Syllabus Review - Course Calendar		
	8/30	The Classical Period - Sophists, and Rhetoricians - Types of Knowledge		
	9/1	Plato on Enlightenment	Handout: - <i>The Allegory of the Cave</i>	Discussion Board - DQ 1
W E E K 2	9/4	Labor Day Holiday – No Class		
	9/6	Critical Thinking and Reading	Reading: - CIEQ: Part 1 <ul style="list-style-type: none"> • Chapter 1: Critical Thinking • Chapter 2: Critical Reading 	
	9/8	Critical Thinking and Reading		Discussion Board - DQ 2
W E E K 3	9/11	Rhetorical Appeals	Reading: - CIEQ: Part 1 <ul style="list-style-type: none"> • Chapter 3: Understanding Rhetorical Appeals (pp. 76 - 91 and the “Argument for Analysis” of your choice) 	
	9/13	Rhetorical Appeals	Reading: - CIEQ: Part 1 <ul style="list-style-type: none"> • Chapter 3: “Go Ahead, Speak for Yourself,” by Kwame Anthony Appiah 	
	9/15	Critical Reading		Discussion Board - DQ 3

W E E K 4	9/18	Current Issue Casebook: Chapter 22 - The Ethics of Appropriation	Reading: - CIEQ: Part 5, Chapter 22 • “The Bane of Cultural Appropriation,” by Kenan Malik	
	9/20	Current Issue Casebook: Chapter 22 - The Ethics of Appropriation	Reading: - CIEQ: Part 5, Chapter 22 • “Cultural Appropriation Is, in Fact, Indefensible,” by K. Tempest Bradford	
	9/22			DUE: Short Essay #1: Analyzing Arguments Discussion Board - DQ 4

Module 2: Critical Writing – Getting Deeper into Argument

	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Deliverables</i>
W E E K 5	9/25	Reasoning, Induction, Deduction, and Syllogisms	Reading: - CIEQ: Part 1 • Chapter 4: Identifying Procedures in an Argument	
	9/27	A Logician’s View, Fallacies of Argumentation,	Reading: - CIEQ: Part 3 • Chapter 10: Deduction, Induction, and Fallacies	
	9/29			DUE: Final Project Groups and Topic Proposal Discussion Board - DQ 5
W E E K 6	10/2 - 10/4	Non-Rational Appeals	Reading: - CIEQ: Part 1 • Chapter 3: Understanding Rhetorical Appeals (<i>pp. 84 - 86, “Non-Rational Arguments”</i>) Handout: • “A Modest Proposal”	
	10/6			Discussion Board - DQ 6

W E E K 7	10/9	Mid-Semester Break – No Class		
	10/11	Visual Rhetoric	Reading: - CIEQ: Part 1 <ul style="list-style-type: none"> • Chapter 5: Visual Rhetoric: Thinking About Images as Arguments - CIEQ: Part 4 <ul style="list-style-type: none"> • Chapter 15: “Missed Connections: What Search Engines Say about Women,” by Sufiya Umoja Noble 	
	10/13	Evaluation and Analysis	Reading: <ul style="list-style-type: none"> • Chapter 15: Analyzing a Visual: Predictive Search Film (watch prior to 10/18 class session): - “The Art of Conflict”	<u>Discussion Board</u> - DQ 7
W E E K 8	10/16	The Art of Conflict	Handout: <ul style="list-style-type: none"> • “Encoding / Decoding,” by Stuart Hall 	
	10/18	The Art of Conflict, cont’d.	Film Discussion: “The Art of Conflict”	
	10/20			<u>Discussion Board</u> - DQ 8 DUE: Short Essay #2: Analyzing Visual Arguments DUE: Choose debate groups / topics

Module 3: Current Issues – Occasions for Debate

	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Deliverables</i>
W E E K 9	10/23	A Philosopher's View The Toulmin Model	<u>Reading:</u> - CIEQ: Part 3 <ul style="list-style-type: none"> Chapter 9: A Philosopher's View: The Toulmin Model 	
	10/25	Applying the Toulmin Model	<u>Reading:</u> - CIEQ: Part 3 <ul style="list-style-type: none"> Essay: "Show Your Hands: Saving the Planet Begins at Breakfast," by Jonathan Safran Foer" 	
	10/27			<u>Discussion Board</u> - DQ 9
W E E K 10	10/30	Enduring Questions: Online vs. IRL	<u>Reading:</u> - CIEQ: Part 5 <ul style="list-style-type: none"> Chapter 23: "Has Social Media Made Young People Better Citizens?" by Touria Benlafqih 	
	11/1		<u>Reading:</u> - CIEQ: Part 5 <ul style="list-style-type: none"> Chapter 23: "Is Facebook Making us Lonely?" by Stephen Marche 	
	11/3			<u>Discussion Board</u> - DQ 10
W E E K 11	11/6	A Psychologist's View	<u>Reading:</u> - CIEQ: Part 3 <ul style="list-style-type: none"> Chapter 11: A Psychologist's View: Rogerian Argument 	
	11/8	Rogerian Argument - Applied	<u>Reading:</u> - CIEQ: Part 3 <ul style="list-style-type: none"> Essay: "Is it Time to Retire the Word 'Privileged'?" by Lewis Oakley 	
	11/10	Debate Prep - Work in Groups		

W E E K 12	11/13	Debate Week		In-class: Debate 1 (Groups 1 / 2) Adjudicators: 3 / 6
	11/15	Debate Week		In-class: Debate 1 (Groups 3 / 4) Adjudicators: 1 / 5
	11/17	Debate Week		In-class: Debate 1 (Groups 5 / 6) Adjudicators: 2 / 4 DUE (on your debate day): Short Essay #3: Rogerian Arguments
W E E K 13	11/20	One-on-One Meetings <i>Please schedule a meeting with me regarding your final paper, if you so choose.</i>		DUE: Final Project - Individual Essays (rough drafts)
	11/22-11/24	Thanksgiving Break– No Class		
W E E K 14	11/27	Enduring Questions: Artificial Intelligence – Should We Let Computers Decide?	Reading: - CIEQ: Part 4 • Chapter 15 Essay: “I, for One, Welcome Our AI Overlords,” by Mark Manson	
	11/29	Enduring Questions		Discussion Board - Current Event QTP
	12/1	Advocacy Project Presentation Prep - Work in Groups		

W E E K 15 & FINAL	12/4	Presentation Week		DUE: Final Project Presentations
	12/6	Presentation Week		DUE: Final Project Presentations
	12/8	Presentation Week		DUE: Final Project Presentations
	12/13	Final Class Session from 1:00 p.m. – 3:00 p.m.		DUE: Final Project Individual Essays

Notes:

- Readings must be completed **prior to the class session** for which they are scheduled.
- Attendance for in-class debates is mandatory.
- I will provide feedback on the final project proposal and rough draft for your Final Research Paper, as well as meet with you for a scheduled one-on-one tutoring session.