

To: Dan O'Hair, Dean, College of Communications and Information Studies

From: Deanna Sellnow, Director, Instructional Communication Division

Re: Course Prefix Changes for COM 184 and COM 284

Date: January 24, 2012

Attached is the paperwork for transferring COM 184 and COM 284 (intercollegiate debating courses) from the Communication Department to the Division of Instructional Communication (CIS). Since the Debate program is housed in the division, the Communication Department agreed that these courses should be offered under CIS rather than COM. CIS 184 is being revised to a 3-credit "Communicating Arguments" course and CIS 284 is remaining as the "intercollegiate debating" variable credit course.

# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

|   |   |                               |   |                     |                    |
|---|---|-------------------------------|---|---------------------|--------------------|
| <b>1. General Information.</b>  |   |                               |   |                     |                    |
| a. Submitted by the College of:   | Communications and Information Studies  | Today's Date:                 | 1/24/2012   |                     |                    |
| b. Department/Division:   | Instructional Communication   |                               |   |                     |                    |
| c. Is there a change in "ownership" of the course?  | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>   |                               |   |                     |                    |
| If YES, what college/department will offer the course instead?  | CIS (Instructional Communication)   |                               |   |                     |                    |
| d. What type of change is being proposed?   | <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition) |                               |   |                     |                    |
| e. Contact Person Name:   | Dr. Jeffrey VanCleave   | Email:                        | jeff.vancleave@uky.edu  | Phone: 859-218-0355 |                    |
| f. Requested Effective Date:  | <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term <sup>2</sup> : _____        |                               |   |                     |                    |
| <b>2. Designation and Description of Proposed Course.</b>   |   |                               |   |                     |                    |
| a. Current Prefix and Number:   | COM 184   | Proposed Prefix & Number:     | CIS 184   |                     |                    |
| b. Full Title:  | Intercollegiate Debate  | Proposed Title:               | Communicating Arguments   |                     |                    |
| c. Current Transcript Title (if full title is more than 40 characters):   | _____   |                               |   |                     |                    |
| c. Proposed Transcript Title (if full title is more than 40 characters):  | _____   |                               |   |                     |                    |
| d. Current Cross-listing:   | <input type="checkbox"/> N/A  | OR                            | Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____ |                     |                    |
| Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number):   | _____   |                               |   |                     |                    |
| Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):  | _____   |                               |   |                     |                    |
| e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type. |   |                               |   |                     |                    |
| Current:  | <u>1</u> Lecture  | _____ Laboratory <sup>5</sup> | _____ Recitation  | _____ Discussion    | _____ Indep. Study |
|   | _____ Clinical  | _____ Colloquium              | _____ Practicum   | _____ Research      | _____ Residency    |
|   | _____ Seminar   | _____ Studio                  | _____ Other – Please explain: _____                               |                     |                    |
| Proposed:   | <u>3</u> Lecture  | _____ Laboratory              | _____ Recitation  | _____ Discussion    | _____ Indep. Study |
|   | _____ Clinical  | _____ Colloquium              | _____ Practicum   | _____ Research      | _____ Residency    |
|   | _____ Seminar   | _____ Studio                  | _____ Other – Please explain: _____                               |                     |                    |
| f. Current Grading System:  | <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail   |                               |   |                     |                    |

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**Comment:** Excerpt from SR 3.3.0.G.2  
**Definition.** A request may be considered a minor change if it meets one of the following criteria:  
a. change in number within the same hundred series\*;  
b. editorial change in the course title or description which does not imply change in content or emphasis;  
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);  
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;  
e. correction of typographical errors.

\*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

|   |  |
|---|--|
| Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail  |  |
| g. Current number of credit hours: <u>1</u>   | Proposed number of credit hours: <u>3</u>  |
| h. Currently, is this course repeatable for additional credit? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>  |  |
| Proposed to be repeatable for additional credit? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>  |  |
| If YES: Maximum number of credit hours: _____   |  |
| If YES: Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>  |  |
| i. Current Course Description for Bulletin:   | <u>Preparation for and participation in intercollegiate debating. May be repeated to a maximum of two credits.</u>   |
| Proposed Course Description for Bulletin:   | <u>Theories; strategies; techniques for researching, analyzing, constructing, and presenting oral arguments for and against selected contemporary topics and issues. Emphasis on in-class presentations.</u>   |
| j. Current Prerequisites, if any: <u>Instructor approval required to enroll.</u>  |  |
| Proposed Prerequisites, if any: _____   |  |
| k. Current Distance Learning (DL) Status: <input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop                                |  |
| *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.                     |  |
| l. Current Supplementary Teaching Component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both  |  |
| Proposed Supplementary Teaching Component: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both  |  |
| 3. Currently, is this course taught off campus? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>   |  |
| Proposed to be taught off campus? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>   |  |
| 4. Are significant changes in content/teaching objectives of the course being proposed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>   |  |
| If YES, explain and offer brief rationale:<br><u>The intent is to make an undergraduate course in argumentation skills. Currently, the only argumentation courses are connected to the University of Kentucky Intercollegiate Debate Team</u> |  |
| 5. Course Relationship to Program(s).   |  |
| a. Are there other depts and/or pgms that could be affected by the proposed change? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>   |  |
| If YES, identify the depts. and/or pgms: <u>Department of Communication</u>   |  |
| b. Will modifying this course result in a new requirement <sup>7</sup> for ANY program? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>   |  |
| If YES <sup>7</sup> , list the program(s) here: _____   |  |
| 6. Information to be Placed on Syllabus.  |  |
| a. <input type="checkbox"/> Check box if changed to 400G or 500.  | If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.) |

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

# COURSE CHANGE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: CIS 184

Proposal Contact Person Name: Dr. Jeffrey VanCleave Phone: 859-218-0355 Email: jeff.vancleave@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

| Reviewing Group             | Date Approved | Contact Person (name/phone/email)                  | Signature             |
|-----------------------------|---------------|--|-----------------------|
| Instructional Communication | 4/24/2012     | Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu | <i>Deanna Sellnow</i> |
| Communication               | 4/24/2012     | Laura Stafford / 257-3622 / Laura.Stafford@uky.edu | <i>Laura Stafford</i> |
| CIS College                 | 4/24/2012     | Dan O'Hair / / ohair@uky.edu                       | <i>Dan O'Hair</i>     |
|                             |               | / /  |                       |
|                             |               | / /  |                       |

**External-to-College Approvals:**

| Council                      | Date Approved | Signature                  | Approval of Revision <sup>8</sup> |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council        | 4/10/2012     | Sharon Gill                |                                   |
| Graduate Council             |               |                            |                                   |
| Health Care Colleges Council |               |                            |                                   |
| Senate Council Approval      |               | University Senate Approval |                                   |

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**CIS 184**  
**Communicating Arguments**

**Instructor:** Dr. Jeffrey VanCleave  
**Office:** 107B Grehan Journalism Building  
**Office Hours:** 12:30 to 1:30 PM and 3:30 to 5 PM on Tuesdays/Thursdays and by appointment  
**Phone:** 859-218-0355  
**E-Mail:** jeff.vancleave@uky.edu

**Textbook:** Inch, E. S., & Warnick, B. (2010). Critical Thinking and Communication, 6<sup>th</sup> ed. Boston, Allyn and Bacon.

Daily reading of a major American newspaper (i.e. New York Times, Washington Post, Los Angeles Times)

Additional materials and assignment sheets will be placed on BlackBoard

**Course Objectives:**

The principle purpose of this course is to prepare you to be more effective producers and consumers of public argument. The lectures and assignments in the course are designed to teach you to research, prepare, and successfully defend and argument in a public situation and critique the arguments of others in a logical and rational manner. The course will focus on the logic and structure of argumentation as well as those non-verbal and stylistic components which round-out a good argumentative presentation. While the principle focus of assignments is oral, several assignments will help students to develop skills in written argumentation as well. The course should assist you in developing an appreciation for the role argument plays in public affairs, policy development, and society's shaping of communal values. The skills developed in this course will help you in variety of other courses and ventures.

**Student Learning Goals:**

After completing this course, the student will be able to:

1. understand argumentation principles, conventions, strategies, and tactics
2. research evidence to support claims of fact/value and policy;
3. organize issues, claims, and evidence in a logical outline format
4. present value and policy debates using parliamentary debate formats
5. analyze, synthesize, and evaluate spoken and published arguments
6. demonstrate an ability to argue both sides of an issue with researched evidence
7. recognize, identify, and respond to fallacious reasoning
8. present cogent ideas in spontaneous argumentation contexts.

**Course Policies**

**Attendance and Participation**

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work

**only** if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

**Note:** Students are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, 15 points will be deducted from your course grade for each missed day. **If you fail to complete any of the major assignments (essays or speeches), this will result in an “E” for the course.**

Absences beyond two per semester will be penalized by dropping your final course grade 5% (1/2 letter grade) for each such absence. If you exceed 5 unexcused absences, you will be unable to pass this course. **Note:** Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises, call the Communication department office (257-3622) to leave a message and e-mail your instructor as soon as you know about the situation.

### **Policy on Written Assignment Due Dates:**

All assignments must be turned in on the assigned due date. Assignments turned in within 24 hours after the due date will be lowered one letter grade. Assignments received after that time will receive a zero.

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

### Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. This means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

### Assignments:

- **Balloon Debates (15% of total grade):** You, and several of your classmates, will be placed in an imaginary "hot air balloon". Each of you will assume the persona of an important person in history - living or dead. The balloon is sinking and occupants must be thrown overboard one-by-one as ballast. Your job is to argue why you should survive and the other

occupants should be tossed out. If time permits, winners will meet each other in a "Balloon Off" to be held for the amazement and amusement of the class, and possibly the general public.

- **Fact/Value Debates (20% of total grade):** You will engage in a one-on-one debate in which you establish criteria and make arguments supporting your side on a controversial question of fact or value.
- **Parliamentary Debates (25% of total grade):** In the style of the time-honored Oxford Union Debates, you and another classmate will face-off in a battle of wits over a topic of policy.
- **Homework and Quizzes (10% of total grade):** Periodically during the course of the semester you will be given short written exercises covering topics discussed in class. These exercises are developed to help you better absorb the classroom material and are not exhaustive. Most assignments are short and can be completed in a half-hour or less. The assignments must be turned in during the next class period for credit. Also, there will be one or two quizzes during the semester. These will be announced at least one class period in advance.
- **Exams (15% each of total grade):** You will be given two exams during the semester. This will cover material learned in class and in your textbook. Format will consist of T/F, M/C, short answer, and essay

|                      |     |            |   |
|----------------------|-----|------------|---|
| Balloon Debate       | 15% |            |   |
| Value Debate         | 20% | 100% - 90% | A |
| Parliamentary Debate | 25% | 89% - 80%  | B |
| Homework and Quizzes | 10% | 79%-70%    | C |
| Mid Term Exam        | 15% | 69%-60%    | D |
| Final Exam           | 15% | 59%<       | F |

**All assignments must be completed in order to pass this course**



## Tentative Course Outline

### Week 1 -3 Introduction to Debate

During this section of the course, students will explore the basic concepts of debate and the foundations of argumentation. This will include discussing; What is argument? Presumption and Burden of Proof. What is Evidence?

### Week 4-5 Balloon Debates

During this section of the course, students will perform in-class their balloon debates

### Week 6-8 Propositions of Fact/Value and Reasoning

During this section of the course, students will examine aspects of fact/value debates and develop a further understanding of reasoning and fallacies of argument.

### Week 9-10 Fact/Value Debates

During this section of the course, students will conduct in-class fact/value debate

### Week 11-13 Policy/Parliamentary Debates

During this section of the course, students will examine the basis for arguing about policies, how to conduct cross-examination, and other argumentation skills.

### Week 14-15 Parliamentary Debates

During this section of the course, students will conduct in-class parliamentary debates

## Sample Assignment Sheet

### Balloon Debates

**Objective:** The purpose of this assignment is to help you get your feet wet in the process of public argument in a fun forum. This assignment will challenge you to do some creative research, familiarize yourself with the library, and ask some questions about the format of debates and the way in which arguments are organized. The format of this debate is unique and resembles a panel debate-- a format frequently criticized by experts as a “non debate” because of the format’s impact on clash. As you work on this assignment, think about how the format helps and hurts your ability to make the arguments you need to win the debate.

**Assignment:** You are a character, other than yourself (select someone who has made a valuable contribution to society). You are in a balloon with 4-5 other people floating over shark-infested water. The balloon’s furnace isn’t working and the balloon is sinking; people have to be thrown out. You must convince us that others should be thrown out and you should remain in the balloon.

- Select a character and research what valuable contributions that person made. You may want to be the person before the contributions were made.
- Research the other people in your balloon; find out why their contributions were not as valuable as yours, and, or why they were less desirable in character.

#### Format of the debate:

- (1) Each of you will give a 3-4 minute speech (standing) telling us why you are valuable and should remain in the balloon. You will speak in alphabetical order by the last name of your character.
- (2) Then, each of you may speak 2-3 minutes attacking the others in your balloon; why are they not valuable; what have they done that is harmful?
- (3) Next, each of you will have 2-3 minutes to defend yourself from the attacks.
- (4) The class will then vote and one of you will be tossed out of the balloon (not physically!).
- (5) Those remaining will have 1-2 minutes for last words of accusation or defense.
- (6) The class votes and one more person is thrown out.
- (7) More last words . . . and votes continue until one person is left in the balloon.

#### Grading:

- |     |                           |                 |
|-----|---------------------------|-----------------|
| (1) | The first person out      | 100 Base Points |
| (2) | The second person out     | 95 Base Points  |
| (3) | The third person out      | 90 Base Points  |
| (4) | The fourth person out     | 85 Base Points  |
| (5) | The last person remaining | 80 Base Points  |

**Note:** Audience reaction is central to success in a debate. As a result, the vote of the class plays a pivotal role in the outcome of this assignment of “base points” or the original grade I add to or subtract from based on my assessment. I reserve the right to increase your grade if you do a good job and are in a tough balloon. I also reserve the right to lower your grade if you try to get thrown out, are unprepared, do not fulfill the time constraints, or do not apply the lessons already learned in class. Some of the basic skills I will be looking for include: good organization skills, sound arguments, and the use of (and citation of) evidence in support of your arguments. **Do not assume this grade to be a free A or B simply because of the class vote.**

## Ideas for Characters in Balloon Debates

Walt Disney  
Thomas Jefferson  
Franklin D. Roosevelt  
Teddy Roosevelt  
Nelson Mandela  
Noah Webster  
Thomas Edison  
Alexander G. Bell  
Albert Einstein  
Ben Franklin  
Earl Hickey  
Leonardo Di Vinci  
Henry Ford  
Aristotle  
Plato  
Socrates  
Dwight Eisenhower  
Dresser (Invented Aspirin)  
Gandhi  
Christopher Columbus  
Galileo  
Martin Luther King, Jr.  
Albert Schweitzer  
Bob Geldof (Live Aid organizer)  
Clara Barton  
Bill Cosby  
Jesse Owens  
Bob Hope  
Mother Theresa  
Madam Currie  
Tiger Woods  
Oliver (or Wilbur) Wright  
Abraham Lincoln  
George Washington  
Louis Pasteur  
Péle  
Barack Obama  
Ronald Reagan

George W. Bush  
Bill Clinton  
Jimmy Carter  
Malcolm X  
Freud  
Johannes Guttenberg  
Florence Nightengale  
William Booth (Salvation Army)  
Copernicus  
Jonas Salk  
William Shakespeare  
Bill Gates  
Enrico Fermi  
Winston Churchill  
Susan B. Anthony  
Oprah Winfrey  
Elvis Presley  
Jackie Robinson  
Bono  
Inventors of things like:  
The microchip  
Condoms  
Plastic  
Radar  
Elevators  
Cans  
Computers  
Napkins  
Erasers  
Television  
Radio  
The Compact Disk  
The Toaster  
The Microwave  
Radar Detection Devices  
Protease Inhibitors (AIDS drugs)