

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 1/27/2014

1b. Department/Division: Center for Instructional Communication

1c. Contact Person

Name: Deanna Sellnow

Email: Deanna.Sellnow@uky.edu

Phone: 257-2886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

RECEIVED**MAR 31 2015**OFFICE OF THE
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICR 386

2c. Full Title: Teaching and Coaching Competitive Debate

2d. Transcript Title: Teaching and Coaching Debate

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Teaching and Coaching Competitive Debate is a course designed to develop the instructional abilities of students who are interested in teaching academic debate or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach a variety of debate formats including different resolution types (policy, value, or fact), different research levels (limited preparation or evidence based), and different team pairings (individual, team, and congressional debate). Students will gain this experience by constructing their own debate cases and helping to coach those of their peers. The course will culminate in a debate portfolio that can be included in future job applications.

2k. Prerequisites, if any: CIS 110 and CIS 111 or equivalent

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course will be of interest to secondary school teacher that find themselves teaching and/or coaching competitive debate, UK students pursuing teaching degrees, and secondary school teachers seeking ways to address the Common Core requirements in Speaking and Listening skills.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Directing Forensics Certificate

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CEMONA2|E C Monaghan|ICR 386 NEW College Review|20140127

SIGNATURE|JMETT2|Joanie Ett-Mims|ICR 386 NEW Undergrad Council Review|20150331

Courses | **Request Tracking**

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Upload File

ID	Attachment
Delete 2929	ICR 386 - Teaching and Coaching Competitive Debate

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Teaching and Coaching Competitive Debate is a course designed to develop the instructional abilities of students who are interested in teaching academic debate or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach a variety of debate formats including different resolution types (policy, value, or fact), different research levels (limited preparation or evidence based), and different team pairings (individual, team, and congressional debate). Students will gain this experience by constructing their own debate cases and helping to coach those of their peers. The course will culminate in a debate portfolio that can be included in future job applications.

k. Prerequisites, if any:

CIS 110 and CIS 111 or equivalent

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course will be of interest to secondary school teacher that find themselves teaching and/or coaching competitive debate, UK students pursuing teaching degrees, and secondary school teachers seeking ways to address

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Directing Forensics Certificate

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

⚠ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

⚠ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⚠ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

ICR 386: Teaching and Coaching Competitive Debate

(3 credit hours)

Fall 2013

Instructor: Dr. I.M. Smart

E-mail: smart@uky.edu

Office Location: 123 Funkhouser Building

Office Phone: 257-1234

Office Hours: Tuesdays & Thursday 9:30 – 10:45 a.m. and by appointment

Catalog Description

Teaching and Coaching Competitive Debate is a course designed to develop the instructional abilities of students who are interested in teaching academic debate or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach a variety of debate formats including different resolution types (policy, value, or fact), different research levels (limited preparation or evidence based), and different team pairings (individual, team, and congressional debate). Students will gain this experience by constructing their own debate cases and helping to coach those of their peers. The course will culminate in a debate portfolio that can be included in future job applications.

Prerequisites: CIS 110 & 111 or equivalent

Student Learning Outcomes

In this course, students will demonstrate the ability to...

- develop, compose, and critique debate cases for a variety of debate formats including fact, value, or policy resolutions.
- understand and apply debate theory in a teaching or coaching environment.
- construct and critique real world arguments and be able to identify fallacies of reasoning.
- apply their knowledge of debate theory to help coach future students in multiple debate events.
- understand, coach, and facilitate congressional debate.
- successfully teach and coach students to conduct thorough and ethical research of debate topics and resolutions.

Required Materials

- Rybacki, K. C., & Rybacki, D. J. (2012). *Advocacy and Opposition: An Introduction to Argumentation* (7th ed.). Pearson: Boston, MA.
ISBN-10: 0205781217 or ISBN-13: 9780205781218
- Legal pad (8.5" x 14")

- Stopwatch (a timer application on your phone will also suffice)

Course Assignments

You will complete four major debate units in this course. In addition to the actual debates, each unit will include case preparation, peer coaching, and peer feedback components as part of the overall grade. The projects will allow you to experience what is like to be on both sides of the ballot as a coach and as a competitor. The final course project will combine these experiences with reflection papers to give you a professional portfolio that represents your new coaching abilities. Readings will be found in the required textbook or will be made available online through Blackboard.

Point Distribution

Assignment	Points Possible	Percentage of Total Grade
Team Fact Debate Peer Coaching Notes (20 points) Peer Debate Ballots (20 points) (x2) Fact Debate Case (15 points) Team Fact Debate (25 points)	100	20%
Individual Value Debate Peer Coaching Notes (20 points) Peer Debate Ballots (20 points) (x3) Individual Value Debate (20 points)	100	20%
Individual Policy Debate Peer Coaching Notes (20 points) Peer Debate Ballots (20 points) (x3) Policy Debate Case (20 points) Individual Policy Debate (25 points)	125	25%
Congressional Debate Peer Coaching Notes (10 points) Peer Debate Ballots (20 points) Resolution or Legislation (20 points) Congressional Debate (25 points)	75	15%
Final Project Course Portfolio (100 points)	100	20%
TOTAL	500	100%

Assignment Descriptions

(1) Team Fact Debate Unit

The first unit in the course covers the basics of collegiate debate including case preparation, use of evidence, and methods for evaluating debates. As with all of the debate units in this course, the unit will be broken into four components. The first component will involve giving feedback and peer coaching during the in-class work day (20 points). During this process, you will give and receive feedback which will give you experience coaching competitive debate. On debate days, you will be assigned to write ballots for two of your classmates' debates (20 points each x2 debates). Finally, you will be graded by the instructor on your team's debate (25 points) and your team's fact case (15 points). The topics of the debate will be announced two weeks before the first debate day.

(2) Individual Value Debate Unit

The second unit of the course will focus on value debate construction, delivery, and adjudication. This unit will follow the same format as above with peer coaching (20 points) and peer debate ballots (20 points each x3 debates). However, this debate will take place individually and will be limited preparation. The debate portion of this unit will be worth 20 points.

(3) Individual Policy Debate Unit

In preparation for the third debate unit in this course, students will learn the basics of policy debate including affirmative cases and strategies, negative cases and strategies, refutation, and cross examination. This debate will also take place individually. However, each student will be required to research and prepare a case (20 points) before the actual debate in the same manner as the team fact debate. Students will continue to practice giving feedback through peer coaching (20 points) and peer ballots during the debates (20 points each x3 debates). Students will also test their cases in competition against their peers (25 points).

(4) Congressional Debate Unit

The final debate unit in this course will explore congressional or legislative debate. Students will continue to gain experience coaching their peers (10 points) and critiquing performances (20 points). However, because of the unique format of this event, each student will not prepare a debate case. Rather, each student will be required to write and attempt to pass a resolution or piece of legislation (20 points) during their assigned session of congress. Participation in the debate will be worth (25 points).

(5) Course Portfolio

The course portfolio (100 points) will serve as the final project in this course. You will combine your previous work from the four debate units into a single document. This portfolio will also include a 2-3 page reflection paper about your experiences coaching and competing in different debate formats. The finished portfolio will serve as a testament to your new abilities as a coach and will be a great resource for you as you apply and interview for jobs in the future.

Grades

Grading and Grading Scale

450-500 points	A
400-449 points	B
350-399 points	C
300-349 points	D
299 points and below	E

All students in the class start out with 0 points. By submitting assignments and completing speeches, you will be able to earn points towards your final grade. This course will function just like the workplace you will find after graduating. Showing up is not enough to get a paycheck. You must complete the work and will receive points for assignments in proportion to the quality of the product.

I will not round grades up at the end of the semester, so do not ask me to do so. If you earned 359 points in the course, you will receive a "B". Your future boss will not allow you to go redo a project from a month ago, and neither will I. Decide what grade you must earn to be satisfied with your performance in the course **now** and create a game plan to achieve it.

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>).

Final Exam Information: The final exam period for this course can be found on the University's Academic Calendar. (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Course Policies

Submission of Assignments

All assignments not completed in person in class will be submitted via Blackboard. Any documents that are uploaded **MUST** be submitted in a .doc, .docx, or .pdf format unless otherwise specified. To do this, you will click on the Assignments tab in Blackboard, click on the name of the assignment, attach the file, and click on submit. If you have submitted correctly, you will see a screen that confirms your submission and you can check the gradebook to see that the assignment has been submitted.

Attendance

As in the "real world," the **decision** about whether you attend class will be yours, as will the **consequences**. Consider this course to be a job you have taken to gain experience and skills for future employment opportunities. If you were unable to come in to work, you would notify your supervisor beforehand. In much the same way, you must notify me before class time if you are going to be absent. You are expected to be in class every day so that you can benefit as much as possible from this course. Students that are not prepared for class will also be marked absent for that day. Showing up is not enough to get paid at work. You actually have to complete the tasks assigned by your employer. Because this class is application based, missing course for any reason will impact your ability to succeed.

As in the workplace, you will start out in this course with 2 “days off” that you can use to cover times when you will not be in class. Make sure to use these 2 days wisely because additional absences will affect your grade in the course. For each subsequent unexcused absence, your final course grade will be reduced by 5% (1/2 letter grade) for each such absence. If you have unexcused absences for 20% or more of the course, you will be unable to pass this course. For this semester, 7 absences would equal 20% of the course meeting times. 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. As in the workplace, repeatedly missing work would result in your supervisor docking your pay accordingly.

Students are required to attend class whenever any student is scheduled to debate. If you miss class on a debate day, points will be deducted from your course grade total as follows: 15 points for each missed day. These are “mandatory work meetings” for this course. **If you fail to complete any of the major assignments, this will result in an “E” for the course.**

For any emergency situation that arises, call the Division of Instructional Communication and Research office (859-257-8370) to leave a message with Kaitlin Black or Erin Berger. Also, be sure to email your instructor as soon as you know about the situation.

Excused Absences

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. 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.

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.

Verification of Absences

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.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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.

Students may discuss individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin for essays and papers and in the form of "oral footnotes" in public speeches. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a **Letter of Accommodation** from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies

Participation

To benefit from this course, you are expected to fully engage with the material, instructor, and your peers. 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. On days readings have been assigned, students will be required to come to class with three questions/observations/applications for **each** chapter or reading assigned. During that class, I will randomly ask students to explain one of their ideas or to ask one of their questions. Students that are not prepared will be counted as absent that day. On occasion, I may ask the entire class to turn in these reading notes as verification that everyone is completing the readings.

Late Assignments

Late work for this course will only be accepted if the absence is approved in advance by the instructor and is part of an excused absence as explained above. Because all assignments are submitted via Blackboard, there is no excuse for turning in an assignment late.

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.

Email Policy

I will endeavor to respond to e-mails within 24 hours of receiving them during the week. However, as mentioned many times before, this course will function much like your future job will. You would not expect your boss to respond to e-mails after working hours or on weekends. In much the same way, I will likely wait to respond to e-mails until the next business day. Please take this policy into account as you prepare your assignments during the semester. I am more than happy to answer your questions, but I also must sleep, eat, and attend to my other responsibilities on campus.

Blackboard Policy

All assignments for this course will be submitted via Blackboard unless otherwise instructed by me. If you are encountering problems with Blackboard, make sure to e-mail me prior to the deadline of the assignment. If you are having trouble submitting an assignment, e-mail it to me so that I can verify you completed it by the deadline.

Additional Student Resources

Multimodal Communication Consulting Center (MC3 Lab)

The Multimodal Communication Lab (MC3) is located in 107A Grehan (phone: 859-218-0221). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://cis.uky.edu/icd/mc3-schedule>. Their e-mail address is mc3lab@gmail.com.

The Study

According to the Academic Enhancement website, The Study located in 306 Complex Commons Building, is responsible for programs and services for students intended to promote effective learning strategies in and out of the classroom in order to enhance the academic experience of all students at the University of Kentucky. For more details check out their website at: <http://www.uky.edu/AE/>.

University of Kentucky Writing Center

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 859-257-1368). The staff can help you identify and correct problems with your writing. You can also schedule an appointment online at: <http://wrd.as.uky.edu/writing-center>. Their website is <http://ukwrite.wordpress.com/>.

Media Depot

The Media Depot is located in The Hub at the W.T. Young Library and is a digital media resource center for students at the University of Kentucky. The Media Depot will provide online assistance, recording equipment and space, editing stations with software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between Academic Planning, Analytics and Technologies (APAT) and UK Libraries and is in support of the QEP, Presentation U. Their website is <http://www.uky.edu/ukit/mediadepot>.

Tentative Course Schedule

Date	Topic	Assignments
Thursday August 29 th	Introduction to the class, overview of the syllabus and course content	Read the syllabus
Tuesday September 3 rd	Basics of Argumentation	Read chapters 1 and 2
Thursday September 5 th	Propositions in Debate	Read chapters 3 and 4
Tuesday September 10 th	The Structure of Arguments	Read chapter 5
Thursday September 12 th	Research and Evidence; Fact Cases & Strategies	Read chapters 6 and 9
Tuesday September 17 th	Creating an Argument	Read chapter 7
Thursday September 19 th	Fallacies of Reasoning	Read chapter 8
Tuesday September 24 th	In-class Work Day	Peer Coaching Notes
Thursday September 26 th	Team Fact Debates	Audience Ballots
Tuesday October 1 st	Team Fact Debates	Audience Ballots
Thursday October 3 rd	Team Fact Debates	Audience Ballots
Tuesday October 8 th	Affirmative Value Cases & Strategies	Read pp. 193-211
Thursday October 10 th	Negative Value Cases & Strategies	Read pp. 211-218
Tuesday October 15 th	In-class Work Day	Peer Coaching Notes
Thursday October 17 th	Individual Value Debates	Audience Ballots
Tuesday October 22 nd	Individual Value Debates	Audience Ballots
Thursday October 24 th	Individual Value Debates	Audience Ballots
Tuesday October 29 th	Individual Value Debates	Audience Ballots
Thursday October 31 st	Affirmative Policy Cases & Strategies	Read pp. 219-230
Tuesday November 5 th	Negative Policy Cases & Strategies	Read pp. 230-243
Thursday November 7 th	Advanced Policy Cases & Strategies	
Tuesday November 12 th	In-class Work Day	Peer Coaching Notes
Thursday November 14 th	Individual Policy Debates	Audience Ballots

Tuesday November 19 th	Individual Policy Debates	Audience Ballots
Thursday November 21 st	Individual Policy Debates	Audience Ballots
Tuesday November 26 th	Individual Policy Debates	Audience Ballots
Thursday November 28 th	Thanksgiving Break – No Classes	
Tuesday December 3 rd	Applied Parliamentary Debate	Read Freely & Steinberg Chapter 19 (on BB)
Thursday December 5 th	Basics of Congressional Debate & In-class Work Day	Peer Coaching Notes
Tuesday December 10 th	Congressional Debates I	Audience Ballots
Thursday December 12 th	Congressional Debates II	Audience Ballots
Tuesday December 17 th	Final Exam Period	Course Portfolios Due