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COMX 312.80: Forensics - Honors

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Recommended Citation

Iverson, Joel O., "COMX 312.80: Forensics - Honors" (2022). *University of Montana Course Syllabi, 2021-2025*. 163.

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COMX 312 Forensics (Honors)

Spring 2022

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Course Catalog Description:

(R-12) Offered every term. Preparation and participation in competitive speech and debate. The team travels to regional competitions and hosts on-campus and intramural debates and speaking events. Up to 6 credits may apply toward a major or minor in communication studies.

Learning Outcomes:

By the end of the semester, you should:

- Be versed in the different theories and styles of debate and speech events
- Have a working knowledge of debate techniques and strategies
- Understand the different elements of persuasion and audience adaptation
- Know how to properly research and prepare debate cases
- Improve critical thinking

Enhance public speaking skills, with an emphasis on impromptu speaking

Texts:

Readings will be provided for the class as needed, and some free PDFs on the Moodle Page. These will include argumentation journal articles as well as argumentation advocacy academic papers.

Assignments:

Debate and Speech Activity: This is a unique class because it is about debating, so your grade will be about the preparation and performance of the debates of that event. (total 2000 points for semester)

Goals Form: Every student in the class has unique levels of experience and desire to learn from debate and competitive speaking. For students to articulate those goals, whether they be to be successful at a national an international level of competition, gain confidence and critical thinking through the course, improve English language skills, or learn to be a debate and speech coach, we make a commitment to facilitate you reaching those goals. 500 points.

Current Issue Briefings – Each student is expected to research one to three topics (depending on credits sought) of current events or major global issues and present the key ideas on each side of a debate for those issues to the class. (1-3 @ 500 points each)

All of these assignments will be explained in more detail and if you have any questions feel free to ask about them and the grading elements for them.

Grading:

Grades will be determined using the following scale:

A—100-90% B—89-80% C—79-70% D—69-60% E/F—0-59%

For those taking on the Pass/Fail scale a grade of 60% and higher is a pass and less than 60% is fail.

Grading will be done as follows:

C: Represents achievement that meets the course requirements in every respect. This score **does not indicate any shortcoming**. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

B: Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it.

D: Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

E/F: Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

Academic Misconduct:

As a student at the University of Montana, you must practice academic honesty and need to be familiar with the Student Conduct Code. It is available to download at:

http://life.umt.edu/vpsa/student_conduct.php

As the code explains, academic misconduct includes plagiarism, cheating, and deliberate interference with the work of others. It is the intellectual equivalent of fraud—a crime against the codes of the academy. As an academic crime, plagiarism merits academic punishment, subject to an academic penalty by the instructor. The bottom line is, don't do it.

Students with Disabilities:

The University of Montana assures equal access to instruction through collaboration between students, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

Grievances (Complaints):

There is a specific process for raising grievances that is defined in the Student Conduct Code. Following this process is necessary for insuring that the rights of all parties to a grievance are respected. In a nutshell, the process simply directs you to address concerns with your instructor first and then proceed up the university hierarchy.

Travel and Online Competitions:

Travel is not a requirement for this course but it is encouraged though it may not happen with the pandemic. Your grade will not be impacted in any way if you do not travel however. This semester has its own uncertainties with the transition to a new coach/instructor. We will offer in-class and on-campus debates as a viable option.

Possible tournaments

All online so far. We will get you those.

Online IPDA tournaments – these exist, but they are not in our hands as of yet. More to come.

Campus Events – We will perform these as pandemic and other variables allow. We typically engage in a debate and speech showcase for Communication Days in connection with the Communication Studies Department honor society.

Campus Tournament – We plan to host an on-campus tournament for those in the course and other debaters on campus.

Basic Needs Statement:

Any student who faces challenges securing food, housing, or health care and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

- **Food Pantry Program**
 - UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website\(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).
- **ASUM Renter Center**
 - The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here:https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog).
 - Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.
- **TRiO Student Support Services**
 - TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

- Students can check their eligibility for TRiO services online [here: http://www.umt.edu/trioss/apply.php#Eligibility](http://www.umt.edu/trioss/apply.php#Eligibility).
- **Curry Health Center** (Dental, Mental Health, and Medical)
 - Curry Health Center provides quality, affordable, accessible health care for students at the University of Montana. They promote a healthy campus by treating students with dignity and respect and through collaborating and sharing expertise. They offer appointments and online screening tools, and same day appointments if needed: <http://www.umt.edu/curry-health-center/>

If you are comfortable, please contact me with concerns you have and I will do my best to help connect you with additional resources.

Schedule: Wednesday and Thursday – with other times optional like Tuesday evening. We meet in DHC 117 and each day we practice and analyze theory for speech and debate. These activities and assignments will vary based on student needs and performance. Our objective is to help you be the best critical thinker and speaker that we can achieve. Improvement and education are always our top priorities.

Tentative Schedule:

Week 1

Introductions, syllabus review, individual goals process explained. Introduction to IPDA debate and speech format, flowing debates, and communicative argumentation as a critical thinking process. Demonstration debate and impromptu speeches.
Goals form due.

Week 2

Argumentative burdens of debate sides.
Novice debaters practice prepping in tandem with experienced debaters
Team debates, Introduction to argumentation theory model (Toulmin).

Week 3

Debating and Speech event preparation

Week 4

Debate Theory – paradigms, resolution types, pre-decisional materials.
Speech event rough outlines.
Debate and Speak

Week 5

Debate Theory – Counterplans and Competitiveness
Speech event improvement.
Debate and Speak
Goal Reflection

Week 6

Debate Theory – Topicality
Speech event polishing.
Debate and Speak

Week 7

Debate Theory – Kritiks.
Speech second events started.
Debate and Speak

Week 8

Debate Theory – Value debate formats.
Speech polish second events.
Debate and Speak

Week 9

Debate Theory – When facts are not facts.
Speech polish and practice.
Debate and Speak

Week 10

Ballot analysis
Debate and Speak
Goal Reflection

Week 11

Practice thinking like a judge
Debate and Speak

Week 12

Debate and Speak

Week 13

Debate and Speak

Week 14

Debate and Speak

Week 15/Finals

Reflecting on lessons learned and goal statements for semester
Debate and Speak