

Teaching Portfolio

Jeremy David Johnson

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Teaching Philosophy

When I first met with graduate TAs at University of the Pacific, they were taken aback by my approach to teaching because it differed so radically from the previous head instructors. The graduate TAs were used to rigidity—precise dicta for everything that had to happen in the classroom at every moment—so they were surprised when I emphasized instructor flexibility. I believe that learning is fluid and dynamic and that teaching needs to be rhetorically adaptive to the needs of students. I always thought that my teaching was “student-centered,” but until recently, I didn’t realize just how well “student-centered” describes my philosophy. I consistently center the needs and voices of students in my classrooms in a number of ways:

First, I take a discussion-based approach to teaching, suggesting to students on the first day that their shared experiences are just as valuable as my expertise. When I want to teach a concept, I ask students to reflect on their own memories and knowledge, so we can draw the concept through lived experiences and practical examples. Recently, for example, I led students through a discussion of how communication and rhetoric happen at a basketball game. Through the conversation, the students realized that even things as simple as the lines on the court shape human behavior. The discussion drew in students who otherwise hadn’t seemed engaged. By meeting students on their terms and guiding them through critical thinking, I believe they learn far more and connect with each other far better than they would from listening to me lecture.

Second, I take the perspectives of students seriously and adjust my courses to their needs. At the start of each class period, I offer a few minutes for what I call “open mic”—time for students to bring up things they find interesting in the world, on campus, and in their lives. I give them time to speak and discuss what they find important and then I work to connect it with course content. In open mic, we talk about world news, political happenings, campus controversies, and local events. Throughout the semester, I ask students to complete a “Start – Stop – Continue” feedback form (usually through an

anonymous online survey) so I can adjust my teaching style and the syllabus to fit the students' needs. When possible, I change readings, activities, and discussion prompts to fit the students' learning interests—for instance, when I had a public speaking course paired with a computer science course, I frequently drew on examples from the tech industry and even had a technology-based speech assignment.

Finally, I prioritize students' well-being. I start by including language on my syllabus indicating that I recognize different needs and that I will work with students to ensure their success. I always remind students—and especially graduate students—that they need to take care of themselves by eating regularly, sleeping enough, and relaxing. We talk about mental health, disabilities, and different learning styles. When it comes to missing classes or needing extensions, I fall on the forgiving side, because I'd rather some students "get away with" something than let vulnerable students feel isolated, excluded, or incapable. I care about the students' work, of course, but more than that, I care about them staying healthy, energetic, and confident.

In total, I see my role as being a facilitator, mentor, and collaborator, helping students succeed in my class and beyond. That's what "student-centered" means to me: listening and adjusting to students' needs. I work to foster compassion, care, and cooperation in the classroom, shaping inclusive, diverse, and just spaces for students to learn and grow.

Courses taught

UNIVERSITY OF THE PACIFIC

Fall 2019 – Present

COMM 025: Introduction to Communication Studies (1 section)

Description: Course offers a survey overview of the Communication discipline, focusing on four main areas: Rhetoric; Empirical Social Science; Media & Technology; and Critical/Cultural Studies.

COMM 027: Public Speaking (2 lecture sections)

Description: Course offers students basic training in effective public speaking. Students form, deliver, and evaluate speeches on civically engaging topics.

PACS 001: Pacific Seminar – What is a Good Society? (1 section)

Description: Course provides a first-year writing experience for all students at University of the Pacific. The course involves significant reading and writing as an introduction to college learning.

PENN STATE UNIVERSITY

Summer 2013 – Summer 2019

CAS 100A: Effective Speech

Description: Course develops effective skills in public speaking. Students form, deliver, and evaluate speeches on civically engaging topics.

CAS 100B: Group Communication

Description: Course develops group communication skills through deliberative models of communication and interpersonal communication theories.

CAS 100C: Message Analysis

Description: Course develops skills in public speaking through the emphasis of critique, similar to a basic rhetorical criticism course.

CAS 175: Persuasion and Propaganda

Description: Course teaches the historical development of propaganda in the 20th and 21st centuries.

CAS 215: Argumentation

Description: Course teaches principles and theories of argumentation, culminating in a debate showcasing student skills.

CAS 395: Forensic Practicum

Description: Course provides assessment mechanisms for students participating in speech and debate, including attendance at practices and public debate functions.

Evaluations

As a new instructor at University of the Pacific, students have only offered informal feedback, which matches previous assessment by students at Penn State who evaluated me as an engaging, responsive, and effective instructor. Students appreciate my enthusiasm, my commitment to a comfortable learning environment, and my direct and helpful feedback. After taking my courses, students have remarked that they developed tremendous knowledge and skills in public speaking, argumentation, debate, and civic discourse. Below, I provide summaries and representative examples of student feedback at Penn State University. More thorough metrics, evaluations, and materials are available in my teaching portfolio, [located here on my website](#).

CAS 100A: Effective Speech

In quantitative terms, students have rated my teaching performance in CAS 100A (public speaking) at an average of 5.79/7.0. Students consistently provide high ratings on questions regarding the classroom environment and encouragement of student discussion. One student, for example, summarized:

“Jeremy is a fantastic instructor. He always made sure that everyone understood each thing we learned in class and that everyone was comfortable and up to date. He encouraged discussion in the classroom, even if it was things that were outside the classroom. He created a safe space for learning, discussion, and debate.”

Students appreciate my energy and passion, which tend to stimulate their involvement. By centering class discussions and student voices, I create a comfortable and enjoyable classroom environment:

“Jeremy made a course I was dreading into something that was one of my most enjoyable courses at Penn State. His passion and enthusiasm is infectious and made every class fun and informative. I cannot stress what a difference Jeremy has made in my own public speaking skills and those of my classmates. His teaching style is nothing short of incredible.”

“The professor actually cares about each students well being, making the students want to come to class and engage in discussion. Views students as people with a life outside of school like everyone else.”

CAS 100B: Group Communication

I have taught CAS 100B in both online and face-to-face settings. The course develops speaking and interpersonal skills, drawing primarily on social science research. Students have provided an overall rating of 5.85/7.0 for my performance in CAS 100B. Much of the feedback for this course has focused on my willingness to help students understand the many concepts in the course materials:

“Jeremy was extremely helpful during this course. It was challenging, especially with some of the terminology, but he was always available to answer questions.”

“Mr. Johnson encouraged us to reach out on anything and always gave constructive feedback.”

In addition, students appreciated my effort to clarify material during class to ensure learning:

“Although some students may disagree with topics or subject, he has made a large effort to review, answer questions, and assist in any way. This class has surpassed all my expectations on how I could have taken this class with any other instructor by being very interactive and making it more of a teach the teacher experience vice learning by text or PowerPoint.”

CAS 100C: Message Analysis

Designed as essentially a basic course in rhetorical criticism and textual analysis, I have taught CAS 100C in online and World Campus courses at Penn State. In these courses, I focus on quick and copious feedback for student work, as these students tend to be non-traditional students who work, have families, or serve in the armed forces. I have received average ratings of 6.79/7.0 for instructor effectiveness in CAS 100C. Students appreciate my timely feedback and my helpful guidance:

“Jeremy was extremely helpful during this course. It was challenging, especially with some of the terminology, but he was always available to answer questions.”

“The instructor graded so quickly, so I was able to see how I had done on all of my assignments before another was due. This allowed me to make adjustments and learn as I went, instead of turning in assignments that were all done the same because I didn't know what I was doing wrong.”

“Mr. Johnson gave good examples and his directions on his assignments were easy to follow and what he expected on each assignment.”

CAS 175: Persuasion and Propaganda

I was a TA for this course in Fall 2014, directing two discussion sections for the large lectures given by J. Michael Hogan. The course taught historical perspectives on persuasion and propaganda from the 20th and 21st centuries. Students rated my teaching with an average of 5.49/7.0. Students appreciated the open-ended discussions and the ability to critically challenge the course material from lectures and the textbook.

“The TA sessions on Friday were the best part because Jeremy made the class a comfortable place to discuss whatever opinion you might have. Also I was always entertained and never wanted to not be paying attention.”

“Jeremy was very good at keeping this class interesting all the time and he really got us to think outside the box when discussing whatever we were learning in class. Overall I would say the Jeremy was a great professor.”

“In particular, the Friday group discussions gave an excellent chance to state my opinions and hear from my peers. In particular, the instructor displayed a unique talent for facilitating discussion from otherwise reticent students. In 9 semesters at Penn State, this has been my favorite discussion section.”

CAS 215: Argumentation

I taught one section of CAS 215 in Fall 2018. Students were overwhelmingly positive about the course, which was different from my other courses because it offered so much lecture material. Students appreciated my synthesis of concepts and my clarity for what they needed to know, providing an overall rating of 5.86/7.0. Students said that I helped them learn in the course by:

“Going over each of the readings in class helped to clarify and reinforce the concepts, which is how I learn. What also helped was the fact the exams actually consisted of what we went over in class, not making it 10X harder like some other courses.”

“The instructor did a good job of presenting the information in an escalating manner that built on previously given material.”

“Comparing curriculum terms to real life scenarios/videos we could easily understand”

“Jeremy was always making sure that everything was understood and explained things in multiple ways and this definitely helped me learned the best.”

CAS 395: Forensic Practicum

CAS 395 is not a traditional course, but rather is a one-credit course tied to activity in Penn State’s Speech and Debate Society. I was the instructor for the course over three semesters, while I coached and administered the team across six years. Students provided an average rating of 6.5/7.0 for this course and appreciated my style of coaching, which closely matches my style of teaching in providing iterative feedback and an open environment. According to students, the following improved their learning:

“Great guidelines to parliamentary debate, as well as its strategies. Very open atmosphere.”

“Working with Jeremy”

“Showing up to tournaments Brainstorming cases with Jeremy & practicing impromptu speeches”

Overall

In total, students have provided an average rating of 5.97/7.0 for my instruction. Both quantitative scores and qualitative comments underscore my commitment to an open, inclusive, and vibrant learning environment.

[To see a combined PDF of my teaching evaluations to date, please click here.](#)

Sample Syllabi

Comm 25: Introduction to Communication Studies Fall 2019, 2 Units

Instructor: Jeremy David Johnson

E-mail: jjohnson8@pacific.edu

Office: Psy/Comm 2B

Class Location: Psy/Comm 137

Office Hours: M 2-3; T 1:30-3; R 2-3; or by appt

This syllabus may be changed at any time during the semester due to unforeseen circumstances, life events, and student needs. Any changes will be communicated via Canvas and announced in class.

Course Description

Communication is everywhere and in everything. We communicate with ourselves, with other people, with nonhuman animals, and with technologies, landscapes, and other natural phenomena. Our communication may not always be reciprocated—at least in ways we understand—but it always matters. This course explores how humans communicate, offering a history of communication via the discipline of Communication Studies. Drawing from ancient traditions of rhetoric, modern conceptions of social science, histories of media, and critical theories of communication, students will gain a broad and diverse sense of communication as a discipline and as a practice.

Course Catalog Text: This course is designed to introduce students to areas of human discourse: interpersonal communication, group and organizational communication, mediated communication, and public speaking. Students experience both theoretical and practical aspects of this through a combination of lectures, demonstrations, and exercises of the subject. Students see an exhibition of various styles, techniques and real-life applications of the subject matter. Additionally, students hone their critical thinking skills. This course also introduces students to the careers and skills people may pursue with a degree in communication.

Course Objectives

1. **Development of critical skills.** Students will be able to assess theories of communication across millennia, challenging established principles and developing their own perspectives through critical reflection.
2. **Disciplinary knowledge.** Students will learn concepts and theories of communication developed in various sub-disciplines and through a variety of methodologies. Students will be able to assess the broad trajectory of Communication Studies and the tensions therein.
3. **Construction of communication.** Students will practice communicating in various ways, creating projects and performances that demonstrate their mastery of course materials.

Course Texts

To diversify our conversations and to reduce costs for students, this course does not require a textbook. I will provide files and/or links to articles for you to read on Canvas.

Course Assignments

Written assignments should be delivered via Canvas in Microsoft Word or PDF format, double-spaced with 12-point Times New Roman font and standard 1" margins.

Written assignments are due on Canvas before class on the date indicated on the course schedule. Detailed assignment descriptions will be posted to Canvas.

Assignment Name	Points
Dissoi logoi debates	200
Interpersonal interaction analysis	200
Media analysis	200

Critical analysis	200
Attendance & participation	200

Dissoi logoi debates

For this assignment, you will pair up with a classmate to engage in two-on-two debates in the spirit of Sophistic dissoi logoi. These short debates will engage resolutions relating to principles of rhetoric developed in ancient Greece.

Interpersonal interaction analysis

For this paper (~3 pages), you will observe an interpersonal interaction among friends, roommates, colleagues, family members, or other people you can directly observe. You will need to characterize the type of interaction, analyze the participants' behaviors, and any other factors you find important to the interaction. You should only observe the interaction, which must take place in a public setting and not include personally identifying information without prior consent.

Media analysis

In this ~3-page paper, you will analyze the communicative processes at play in a work of media. Media applies broadly here. You will assess who or what is communicating, what is being communicated, and, if applicable, what the reception of the work was/is.

Critical analysis

In this ~3-page paper, you will offer a critical dissection of a communication-focused public problem. The paper will examine the context of the public problem, use critical theories and concepts to analyze it, and, if applicable, consider possible remedies to foster inclusivity, diversity, or equality.

Attendance and participation

This is a discussion-based class, so your participation is necessary. I will not lecture but will rather ask for your thoughts as we work through the course material together. You'll be expected to offer your insights and engage in debates together. You should be active and courteous, contributing to a healthy and insightful classroom environment.

Part of class participation is having familiarity with the reading and being able to discuss with the class. I am not expecting that you have read every single word of every single article, but I expect you to understand each article's main arguments and to engage each article critically.

You are expected to attend each class. You may miss up to two days without penalty. Beyond two absences, for each unexcused absence, I will deduct 2% from your overall grade. If you need to miss class, please let me know in advance. You will be expected to get notes and catch up on work in a timely fashion.

GRADING SCALE

920-1000 points	A
900-919 points	A-
880-899 points	B+
820-879 points	B
800-819 points	B-
780-799 points	C+

720-779 points	C
700-719 points	C-
680-699 points	D+
620-679 points	D
619 and below points	F

Students with Disabilities, Access, and Accommodations

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter.

3-Step Accommodation Process

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD within the first two weeks of the course. After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodations.

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: ssd@pacific.edu Online: www.pacific.edu/disabilities

I will work with you to make sure you can succeed in this class and welcome you to use any necessary university resources to make your success possible. Know that I recognize different needs for different people, and that I will make any adjustments necessary to help you succeed.

Honor Code

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- Act honestly in all matters,
- Actively encourage academic integrity,
- Discourage any form of cheating or dishonesty by others, and
- Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>

Classroom Climate

In this course, we will be discussing a variety of topics, some of which are highly debated, very personal, and sometimes outside of your comfort zone. I encourage you to stretch your comfort zone and to use the concepts discussed in class to think about your experiences and position in the world. Many of our beliefs (including mine) may be challenged this semester. This process has enormous potential and usefulness. However, I expect you to treat your classmates with respect and care.

While you may disagree with each other or with me, I expect that you value your classmates' opinions and ideas in class. At no point this semester should any student feel silenced or muted. I take the physical, mental, and emotional well-being of students very seriously, and will work to create an inclusive, safe, and challenging classroom environment.

Electronic Devices

As someone deeply invested in technology, I understand that many of us are connected constantly via cell phones, tablets, laptops, etc. However, during this class, I ask that you do not use electronic devices for purposes outside the parameters of the class. I encourage students to use their devices to take notes, to look up information relevant to our discussions, and to generally supplement the classroom experience using technology. If I find your technology use to be disruptive (eg. if you are doing something you should not be doing, or if your technology is distracting your classmates), I will ask you to turn it off or sit in the very back of the classroom. I reserve the right to dock points from your participation grade if you are not using technology appropriately.

If you ever need to leave on your cell phone or electronic device, please communicate that with me prior to class. I understand that emergencies arise and that some communications are vital. I will be flexible with such occasions if you tell me in advance.

Course Schedule

UNIT 1: COMMUNICATION AND RHETORIC ACROSS THE AGES

Week 1, 8/29	What is communication?
Week 2, 9/5	Communication and social change
Week 3, 9/12	Ancient roots of rhetoric
Week 4, 9/19	Argumentation, debate, and speech Due: Dissoi logoi debates

UNIT 2: SOCIAL SCIENCE AND EMPIRICAL COMMUNICATION STUDIES

Week 5, 9/26	Interpersonal communication and relationships
Week 6, 10/3	Communication and conflict
Week 7, 10/10	Health communication Due: Interpersonal interaction analysis

UNIT 3: MASS COMMUNICATION & DIGITAL MEDIA

Week 8, 10/17	What is media?
Week 9, 10/24	Mass media
Week 10, 10/31	The digital revolution

Week 11, 11/7	Digital discontent Due: Media analysis
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UNIT 4: CRITICAL THEORIES OF COMMUNICATION

Week 12, 11/14	Communication and race
Week 13, 11/21	Gender & sexuality in communication
Week 14, 11/28	Thanksgiving break – No class
Week 15, 12/5	(Dis)ability; the future of communication Due: Critical analysis

CAS 215: Argumentation
Section 002, TR 1:35 – 2:50 PM
Fall 2018

Instructor: Jeremy David Johnson

E-mail: johnsonjd@psu.edu

Office: 347 Moore

Class Location: 010 Huck

Office Hours: TR 3:00 – 4:15 pm, or by appointment

Course Description

This course explores the foundations of argumentation and some of its applications in contemporary society. The course will develop competencies in argumentation, logic, reasoning, and persuasion through both critical analysis and practical implementation.

Course Objectives

1. *Students will understand the crucial role argumentation plays in public and private discourse.*
2. *Students will become skilled advocates by researching, gathering, and organizing supporting material to craft argumentative discourse.*
3. *Students will be able to effectively utilize the physical and digital resources of Penn State's library system.*
4. *Students will be able to leverage their knowledge for effective critique of contemporary public discourse.*

Course Texts

James A. Herrick, *Argumentation: Understanding and Shaping Arguments*. 5th edition. Strata Publishing, 2015.

Course Assignments

Written assignments should be delivered in Microsoft Word or PDF format, double-spaced with 12-point Times New Roman font and standard 1” margins.

Written assignments are due via Canvas before the start of class on the date indicated on the course schedule. Failure to submit your assignment on time will result in a deduction of up to 10% per day the assignment is late. I am happy to be flexible if extenuating circumstances arise, but only if you contact me in advance of the due date.

Below are brief descriptions of each assignment; more details will be provided in class.

Annotated bibliography

Using Penn State’s library resources, you will find and annotate at least ten scholarly sources related to the debate topic for the course. These sources will serve as a foundation for your later research.

Debate position paper

In this 5-6 page paper (excluding bibliography), you will construct and provide evidence for arguments that will support the case you will make in the oral debate. These papers will be reviewed by a peer prior to final submission.

Oral debate

Students will be paired up to participate in two-on-two debates. Each student will debate once. This debate will require extensive research and work outside of class.

Written materials for debates

You will be required to submit all briefs, constructive cases, negative blocks, and evidence that you used in preparing for the oral debate, regardless of whether you used the material in the debate itself.

Networked argumentation analysis

In this 2-3 page paper, you will observe and analyze a debate or argumentative exchange on a networking platform (Facebook, Twitter, Reddit, etc.) using techniques and concepts learned in class.

Debate critiques

You will be required to complete a peer review of two teams debating on different days. Each critique will be worth 20 points. In this critique, you will focus on your peers’ use of evidence, argumentative strategies, and responsiveness to their opponents.

Exams & Participation

Exams

This course will have four exams. While all exams can be considered comprehensive, each of the first three exams will have a different focus. The final exam will comprehensively test student learning through the semester.

Attendance

You are expected to attend each class. You may miss up to two days without penalty. Beyond two absences, for each absence, I will deduct 2% from your overall grade. If you need to miss

class, please let me know in advance. You will be expected to get notes and catch up on work in a timely fashion.

Impromptu speeches

On most class days, I will select a few students to give impromptu speeches with the goal of developing in-the-moment oral argumentation skills.

Grading

This course will use a 1000-point system for tracking your grades. This should make it easy for you to track your own grade and to identify any discrepancies. Each assignment percentage above corresponds to a point value; for example, each exam, worth 10% of your grade, is valued at 100 points.

Assignment	Points
<i>Oral presentations</i>	200
Debate	200
<i>Written assignments</i>	270
Debate position paper	120
Written materials for debates	50
Networked argumentation analysis	50
Annotated bibliography	50
<i>Exams</i>	400
Exam 1	100
Exam 2	100
Exam 3	100
Final exam	100
<i>Participation/attendance</i>	130
Presence, discussion, and impromptu speeches	90
Debate critiques	40
Total	1000

Grading scale:

Letter	Points
A	940-1000
A-	900-939
B+	870-899
B	840-869
B-	800-839
C+	770-799
C	700-769
D	600-699
F	0-599

Access, Disabilities, and Health

If you anticipate needing any type of accommodation or have questions about physical access, please notify me as soon as possible. A disability can be defined as “a physical or mental impairment that substantially limits one or more major life activities.” This includes a variety of invisible disabilities, including chronic physical and/or mental illness.

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)

<http://studentaffairs.psu.edu/counseling/>

(814) 863-0395

Penn State Crisis Line (24 hours/7 days/week)

(877) 229-6400

Crisis Text Line (24 hours/7 days/week)

Text LIONS to 741741

I will work with you to make sure you can succeed in this class, and welcome you to use any necessary university resources to make your success possible. Please let me know if I can help.

Academic Integrity

Dishonesty of any kind is unacceptable. Dishonesty includes, but is not limited to: plagiarism, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of other students. Academic dishonesty will result in academic sanctions and may result in automatic failure of the course. For more information on this policy, please see information from the university handbook.

Classroom Climate

In this course, we will be discussing a variety of topics, some of which are highly debated, very personal, and sometimes outside of your comfort zone. I encourage you to stretch your comfort zone and to use the concepts discussed in class to think about your experiences and position in the world. Many of our beliefs (including mine) may be challenged this semester. This process has enormous potential and usefulness. However, I expect you to treat your classmates with respect and care.

While you may strongly disagree with each other or with me, I expect that you value your classmates’ opinions and ideas in class. At no point this semester should any student feel silenced or muted. I take the physical, mental, and emotional well-being of students very seriously, and will work to create an inclusive, safe, and challenging classroom environment.

Electronic Devices Policy

As someone deeply invested in technology, I understand that many of us are connected constantly via cell phones, tablets, laptops, etc. However, during this class, I ask that you do not use electronic devices for purposes outside the parameters of the class. I encourage students to use laptops and tablets to take notes, to look up information relevant to our discussions, and to generally supplement the classroom experience using technology. If I find your technology use to be disruptive (eg. if you are doing something you should not be doing, or if your technology is distracting your classmates), I will ask you to turn it off or sit in the very back of the classroom. I reserve the right to dock points from your participation grade if you are not using technology appropriately.

If you ever need to leave on your cell phone or electronic device, you must communicate that with me prior to class. I understand that emergencies arise and that some communications (eg. job calls) are vital. I will be flexible with such occasions if and only if you tell me first.

Course Schedule

<u>Date</u>	<u>Day</u>	<u>Topic & Readings</u>
		Read indicated materials <u>prior to class</u> *Indicates readings will be posted on Canvas
8/21	T	Course introduction; argumentative claims and evidence Discuss: Syllabus and course expectations; What is an argument? What is critical thinking?
8/23	R	Components of an argument; types of propositions Read and analyze assigned editorials Read: Chapter 1, Chapter 2 Do: Exercises B, C, D (Ch. 2)
8/28	T	Topic selection; stock issues; research basics Read: Appendix A Assign: Annotated bibliography
8/30	R	Standardizing and diagramming arguments Read: Chapter 3 Do: Exercises A & B
9/4	T	Argumentative analysis Do: Exercise C Read: Chapter 4, Chapter 5
9/6	R	Argumentative ethics; reasonability and rationality Group work: Identifying issues Read: Chapter 5 and “What Does an Argument Culture Look Like?”*

9/11	T	<p style="text-align: center;">Exam 1</p> <p style="text-align: center;">Covers chapters 1-5 Read: Chapter 6, Chapter 7 Class time for bibliography research</p>
9/13	R	<p style="text-align: center;">Criteria, support, and types of evidence</p> <p style="text-align: center;">Read: Chapter 8, Chapter 9 Due: Annotated bibliography</p>
9/18	T	<p style="text-align: center;">Analogies and examples; causal reasoning</p> <p style="text-align: center;">Read: Chapter 15 Do: Exercises A, B, C</p>
9/20	R	<p style="text-align: center;">Enthymematic inference, narrative, and metonymy</p> <p style="text-align: center;">Read: Chapter 14 Assign: Networked argumentation observation</p>
9/25	T	<p style="text-align: center;">Missing premises; formal fallacies; networked argumentation</p> <p style="text-align: center;">Read: Chapter 13</p>
9/27	R	<p style="text-align: center;">Networked argumentation</p> <p style="text-align: center;">Read: Paliewicz and McHendry*; Lewinski*</p>
10/2	T	<p style="text-align: center;">Rendering arguments into logical form; testing for validity</p> <p style="text-align: center;">Do: Exercise B, Ch. 11 Due: Networked argumentation observation</p>
10/4	R	<p style="text-align: center;">Informal fallacies</p> <p style="text-align: center;">Read: https://yourlogicalfallacyis.com Assign: Position paper</p>
10/9	T	<p style="text-align: center;">Exam 2</p> <p style="text-align: center;">Emphasizes chapters 6-9 & 14-15 Activity: Position paper peer work</p>
10/11	R	<p style="text-align: center;">Instructor conference</p> <p style="text-align: center;">Class will not meet; use time to work on position paper</p>
10/16	T	<p style="text-align: center;">View sample debate; do peer review</p> <p style="text-align: center;">Read: Chapter 10 Peer review time for position paper</p>
10/18	R	<p style="text-align: center;">Deductive reasoning</p> <p style="text-align: center;">Read: Chapter 12</p>
10/23	T	<p style="text-align: center;">Formal debating; constructive speeches</p> <p style="text-align: center;">Assign: Argumentative briefs, case, disadvantage Due: Position paper</p>

10/25	R	Rebuttals, cross examination
10/30	T	Exam 3 Emphasizes chapters 10-13
11/1	R	Conference time
11/6	T	Debate 1
11/8	R	No class held
11/13	T	Debate 2
11/15	R	Debate 3
11/27	T	Debate 4
11/29	R	Debate 5
12/4	T	Debate 6
12/6	R	Final exam review; course wrap-up

Sample Assignments

Invention Project: Lost in the Digital Woods

Varied Courses

Most of us are accustomed to using search aggregators such as Google, Yahoo, Bing, DuckDuckGo, or even the Penn State Libraries' LionSearch. These search aggregators use algorithms to make our work easier for us when we want to find something. But, as we've discussed in class, search engines also aren't "objective" ways to find information: they have their own biases, prioritizing ad revenue, sponsored content, or specific kinds of sources.

Your task

To find a few items of research on your speech topic *without* the use of search engine aggregators. Your research should still be done online, so this will usually entail visiting sites with which you're familiar and following links—exploring the digital landscape without a map, in essence. How you go about the task is up to you, but at the end, I'd like you to reflect on the methods you chose to find information.

Annotated bibliography

Locate 6-8 distinct sources (articles, books, videos, etc.) related to the topic on which you plan to speak in speeches 2 & 3. Each of these items should come from a different publication or source.

You will then compile an annotated bibliography for what you found, including a citation for each source and 2-3 sentences describing how the source might be useful for your speech.

With each citation, you should describe how you found the item.

Comparison

After you do research without using search aggregators, try your research with a search aggregator. Find a few items you might also use for your speech.

Reflection

In 450-550 words, reflect on the differences between the research you found through each method. I encourage you to think through a few questions:

- *How did getting “lost in the digital woods” compare to the regular experience of searching on an aggregator?*
- *Were the sources you found significantly different through each method?*
- *What, if anything, does your experience tell you about your own leanings and biases or about the leanings and biases of the search aggregator you used?*
- *After completing this activity, how might you go about future research? What are some strategies you might employ to work around the biases of search aggregators?*

Networked Argument Analysis Assignment

Argumentation

This is a fairly open assignment that asks you to analyze an argument or series of arguments in a networked environment. By networked environment, I mostly mean social networks such as Facebook, Twitter, Reddit, etc. But you may find that other sources (such as online publications) share dynamics such as commenting, sharing, editing, or linking—all of which are important considerations in networked argument.

Ideally, you would analyze an argument that you can directly observe. For example, you may see a relative or friend post on Facebook, and find people responding to the post in some argumentative fashion. After you identify such an event, start to think about why argumentation is interesting in this context: what is different about argumentation in this space? What theories from class can help you understand the argumentation? What is interesting about the argumentation *beyond* what we’ve talked about, and what does that say about what we’ve learned?

Your paper should total 2-3 pages, which is approximately 500-750 words. I am asking for you to make some observations and to offer insight, but this should not be a major stress on you. In essence, I want you to practice thinking about argumentation where you actually encounter arguments.

Beyond the 2-3 pages, I am offering up to 20 points extra credit to be applied to your first exam score. To earn these points, you must scan, standardize, and diagram the argument(s)

you are studying. If you choose to do this extra credit work, the argument you analyze should be substantive enough that scanning, standardizing, and diagramming are feasible. A one- or two-sentence argument, for example, will likely be too short.

Personal Advocacy Speech Assignment

Public Speaking

For the third speech of this course, the Personal Advocacy Speech, you will have a choice between a standard in-person speech and a YouTube-style speech video. Both formats share a few traits:

1. *Your speech must be on the same topic as the policy speech, focusing on audience action rather than policy solutions.*
2. *By default, your speech will follow **Monroe's Motivated Sequence**, or it will use **personal narrative** to engage your audience and encourage their action on your topic.*
3. *You may use some other format or strategy to engage the audience, but **you must clear it with me first**. Previous students have done demonstrations, music-based advocacy, mock lesson plans, and artistic performances. I encourage you to be creative, using your rhetorical skills in an unorthodox form. Again, though, you must talk to me in advance before doing this.*
4. *The speech must last between 4-6 minutes, with a 15-second grace period for in-person speeches.*

Much of the rest will be determined by the option you choose, outlined below:

Option 1: Standard In-Person Speech

Point Value: 200 points

Description: You will create a personal advocacy speech to be delivered in front of your classmates, with a 4-6-minute time limit. You can choose one of the default formats or an alternative format if you clear it with me first. All other standard speech practices (extemporaneous delivery, a copy of your outline, etc) will apply to this speech.

Additional assignment: Because the standard in-person speech should be less time-consuming than the video speech option outlined below, and because I have eliminated the second exam, you will need to do an additional assignment. This will be a 900-1000-word essay (about 3 pages) analyzing the rhetorical dimensions of a message or thing. Building from April 4's "Message Analysis and Motivation Across Media" lesson and exercises, you will choose a rhetorical artifact, analyze how it works, and think through the implications of your artifact's rhetorical power. This assignment will be worth 100 points.

Option 2: Speech Video

Point Value: 300 points

Description: You will create a 4-6-minute video that emulates advocacy you might see on YouTube or a similar video sharing platform.

Delivery: We must hear your voice for at least four minutes in the video, but you do not need to deliver extemporaneously if you are doing a video. However, you should recognize that scripted speech tends to sound stilted and robotic; your goal will be to sound smooth and engaging despite being scripted. We do not need to see your face or your body, though you are welcome to appear in the video however much you wish.

Composition: This video can and should include various audio and visual elements. For audio, you may choose to use music or sound effects to highlight your speaking. For visuals, you may choose to add graphics, show video clips, or use text to emphasize your advocacy. I'm not expecting audio and visual aids every second of the video, but you should definitely make use of the affordances of the medium.

Uploading: You need to figure out a way for me and for your classmates to view your video. This may be as simple as uploading your video to Google Drive and sharing the link. Canvas's video functionality tends to be poor and difficult, so I'd probably avoid that. You're also welcome to upload the video to YouTube and send a link, though the below warning about copyright will be important.

Copyright: This can get a bit tricky with YouTube videos in particular, and I don't have time to walk you through everything with copyright, but here's a general rule: use copyrighted material (such as songs and video clips) only sparingly. If you use copyrighted material at all, YouTube will either remove ads from your video or redirect any ad revenue (which would require more views than you'll probably get) to the company owning copyrighted material in your video.

Polish: I'm making this assignment worth 300 points because I'm expecting a polished video. That means you'll need to use some sort of editing software (whether it's free software, iMovie, etc). The time limit will be strict, as you should be able to edit your video to 4-6 minutes without a grace period.

Grading: I'll be grading your video primarily on the grounds of your spoken advocacy, focusing on your rhetorical finesse. A substantial portion of the points will be dedicated to the polish of the video, but that's not the main aim of the assignment, so it will certainly be less than the "speech" part of the assignment. I will provide a full rubric at a later date.