

HUMN 1201 Course Redesign Template
Advanced Organizer
D2L Map

TABLE OF CONTENTS

I. Course Documents

a. Syllabus

- i. **FACULTY NOTE:** Download the syllabus template below and build your version from it and post it in this module

ii. HUMN1201_Syllabus Template_rev2019

- Agreed upon weights for these categories (portion of overall grade):
 1. Homework/Assignments (can also be inclusive of participation) $\geq 15\%$
 2. Persuasive Essay (adhering to the common writing assignment features + enthymeme) $\geq 15\%$
 3. Presentations (combined) $\geq 15\%$
 4. Quizzes/Exams $\geq 20\%$
- Blurbs to add under **CAMPUS SUCCESS RESOURCES**
 1. **Center for Student Success: *still waiting for Danita Townsend's blurb**
 2. **Smarthinking:** Savannah State University has the full suite of Smarthinking subjects available for online tutoring. Disciplines covered include writing, math, sciences, computers & technology, employability/career, business, and Spanish. Smarthinking offers live, on-demand and pre-scheduled one-on-one sessions as well as asynchronous essay review. Services include ESL support, audio and video options for 15 core subjects including interview and speech practice, screen sharing, and accessibility modes. Services can be accessed via computer, tablet, or mobile phone devices using LMS access, browser access, and/or app access. Using Connect to a Tutor in MyLabs, students can connect directly to a tutor from MyMathLab or MyStatLab. Students can access Smarthinking through their D2L course shells.

b. Presentations

- i. **FACULTY NOTE:** Create a folder in this section and include a description of your assigned presentations. One should be a type of "introduce yourself" presentation (in class or online), one should be in conjunction with the Value-Based Arguments unit, and one should be a capstone-type presentation. At least one presentation should be an individual presentation. The presentation portion of your overall grade must equal at least 15%.

c. Persuasive Essay

- i. **HW: Plagiarism** (optional)
- ii. **FACULTY NOTE:** Below you will find background for the Common Writing Assignment. Be sure to post your student instructions in this module. Create a folder in this section and include a description/instructions of your writing assignment. Ideally, it will include the features a TILT format (TILT explanation and resources included in a subfolder below). It must adhere to the features of the common writing assignment adopted by the department

(responding to an ill-structured problem, a scaffolded set of assignments to build to the final product, an inclusion of a thesis in the form of an enthymeme, etc.). Background on the common writing assignment is included in a subfolder below.

1. Common Writing Assignment Background
 - a. Critical Thinking Writing to Learn Approach
 - b. Critical Thinking Common Writing Assignment
 - c. Example: Hero or Traitor Writing Assignment
2. TILT Principles for transparent assignment design
 - a. TILT-FacultyTransparentAssgntTemplate
 - b. TILT Checklist
3. GRASPS Assignment Design Approach
 - a. GRASPS Overview
 - b. GRASPS Yount assignment example

II. **START HERE: Students Read this Overview First**

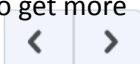
(you should edit this to fit your own “start up” instructions)

1. Click on each section of the course in order, making sure not to skip items! The Contents are arranged carefully by Unit and need to be followed, one by one.

2. Read the syllabus thoroughly to become familiar with course expectations [located in the Course Documents Folder: [Syllabus](#)].

3. Print out the document "Course Schedule" [located at the back of the Syllabus in the Course Documents Folder] and use it as a daily checklist to ensure you are completing all tasks and activities before the due dates pass.

4. Email me using the D2L Brightspace mail tool *right away* whenever you have questions/issues you may be experiencing. Including screen shots to illustrate your issues or questions is recommended.

5. Complete HW:XXX before class on XX/XX/XX. Move to the next module to get more instructions for the assignment. You can use the arrows that appear like this  above or below to move back and forth through the modules/units, or you can view items through the Content tool.

III. **UNIT #1: Learning to Learn**

- a. **FACULTY NOTE:** Online Readiness HW is optional. Change it from Drafts to Published if you want to include it. This may be useful for a hybrid or fully online version of the course. You may also want to consider this HW as part of orienting them to the level of D2L this course now relies upon.

- i. **HW: Self-Assessment of Online Learning Readiness**

Follow the link above to review and answer the 20 yes/no questions. Tally your number of yes answers and review your classification at the bottom of the web page. Send me an email through the D2L email tool (not my SSU email account- any responses going there will not be given credit for meeting the expectations of this orientation assignment!) and answer the following questions: (1) How many yes answers did you have? (2) Identify two questions you said "no" to and discuss why your answer was no. (3) Reflect on the classification you received at the bottom of the web page and discuss what preparations you will need to take to be successful in the online learning environment this semester. **DUE: Before class on XX/XX/XXXX.**

- ii. FACULTY NOTE: This specific introductory presentation type is optional, but you must have students do some 'introduce yourself' presentation

- 1. HW: Introduce Yourself!**

- Change elements from Draft to Published if you want to use or adapt this "introduce yourself" presentation, utilizing Voice Thread. It is recommended that you create/present an introduction presentation as well!

- a. Dr. Yount's Introduction
 - b. Student Example #1
 - c. Student Example #2
 - d. Instructions for Creating Your Introduction

- b. FACULTY NOTE: This video is required

- i. Critical Thinking (video)**

- c. FACULTY NOTE: these handouts can be used to give an in-class quiz after the next unit to see if they applied learning techniques from the video series.

- i. The Study Cycle & Bloom's Taxonomy (required)**

- Read, print, and bring a copy of these documents to class on **XX/XX/XXXX**.

- 1. The Study Cycle Handout**

- 2. Bloom's Taxonomy Handout**

- d. FACULTY NOTE: an assignment with these videos is required, please develop one of your liking. There is a sample list of questions for your use, if you want (change from Drafts if so)

Give yourself plenty of time to complete the items in this HW. There are five videos to watch (each is around 7 minutes in length) with questions to complete for each video. Submit your answers in the D2L Dropbox [[Learning How to Learn](#)] before class begins on **XX/XX/XXXX**.

- i. Learning How to Learn Questions_Dropbox
Review these questions before viewing the five videos (links below).
 - ii. How to Get the Most Out of Studying: Beliefs (video)
 - iii. How to Get the Most Out of Studying: How to Learn (video)
 - iv. How to Get the Most Out of Studying: Cognitive Principles (video)
 - v. How to Get the Most Out of Studying: Principles into Practice (video)
 - vi. How to Get the Most Out of Studying: What Next? (video)

IV. **Unit #2: Critical Thinking**

- a. What is Critical Thinking and Why is it Important?**

- i. FACULTY NOTE: The self-assessment and two videos below are required.
I recommend grouping the self-assessment and the first video as an assignment. Then, use the second video as an opportunity for students to practice note-taking techniques.

- 1. Critical Thinking Mindset: Self-Assessment (quiz tool)
 - 2. Critical Thinking Dispositions (video)
(5:12) Covers topics including: fair-mindedness; willingness to change positions; curiosity; hazards to critical thinking
 - 3. What is Critical Thinking? (video) (12:48)

- b. FACULTY NOTE: Assign one of the reading folders below--one is 3 web pages; one is an article

- i. Reading (3 web pages)**

1. What is Critical Thinking?
2. Improve Our Critical Thinking Skills
3. Defining Critical Thinking
- ii. **Reading (article)**
 1. Critical Thinking: What it Is and Why it Counts
- c. **Obstacles to Critical Thinking**
 - i. FACULTY NOTE: You may assign more than one, but you must assign at least one of these readings in this module: Habits of Thinking, Reasonable Doubt, Barriers to Fair-mindedness. The SQ3R homework will be applied to the reading of your choice--make sure it is clear to students!
 1. **HW: SQ3R (required)**
Review this method for increasing reading comprehension by watching the short video and reviewing the checklist. Then, apply this method to the assigned reading ~~XXXX~~. Turn in your notes into the Dropbox for [HW: SQ3R](#) and be sure to include the following:
 - Using the reading, make a Table of Contents - list all the topics and sub-topics you need to know from the assigned text.
 - From the Table of Contents you created, make a Study Sheet/Spatial Map.
 - Recite the information orally and in your own words as you put the Study Sheet/Spatial Map together.
 - As you have consolidated all the information you need for this reading, periodically review the Sheet/Map so that at test time you will not have to cram.
 2. **Thinking Habits**
 - a. Habits of Thinking (Reading_13 pgs.)
 - b. FACULTY RESOURCE: Bad Thinking Habits PPT
 3. **Reasonable Doubt**
 - a. Reasonable Doubt Reading
 - b. FACULTY RESOURCE: Reasonable Doubt Readings
 4. **Barriers to Fair-mindedness**
 - a. Barriers to Fair-mindedness Reading (Diestler, Ch.9)
 - b. Barriers to Fair-mindedness Reading Quiz (quiz tool)
 5. FACULTY NOTE: These Cognitive Biases materials are optional
 - a. 12 Cognitive Biases (info graphic)
 - b. Confirmation Bias Example (short reading)
 - ii. FACULTY NOTE: this required video is a good conclusion for this section on obstacles to critical thinking
 1. Differing Perspectives (video) (6:39)
- d. **Persuasive Speaking**
 - i. FACULTY NOTE: the reading below is required
 1. **Persuasive Speaking Reading (Diestler, Ch.10)**
 - ii. FACULTY NOTE: The quiz below and the assignments are optional, however you must include/create one gradebook item associated with the Persuasive Speaking module
 1. **Persuasive Speaking Reading Quiz (quiz tool)**
 2. **HW: Persuasive Speaking Concept Map (dropbox)**
 - Review Dr. Chew's "How to Get the Most Out of Studying: Principles into Practice" (Video #4) Linked here : [How to Get](#)

[the Most Out of Studying: Principles into Practice](#) (NOTE: if this link doesn't work, simply Google that title to find the video).

- Apply the strategy of question generation to the Persuasive Speaking reading. After completing the reading, generate five questions that will encourage deep level processing with the material.
- Create a concept map to represent the features of ethos, logos, and pathos discussed the assigned reading. In Word or PowerPoint, you can find diagrams for your use by Inserting SmartArt (see below). Review examples of concept maps here: [Concept Map Examples](#)
- Submit your work to the D2L Dropbox as an attachment before class begins on XXX. [HW: Persuasive Speaking Concept Map](#)

3. HW: Ethos, Logos, Pathos

Faculty: Find a short, powerful speech that can be analyzed for the features of ethos, logos, and pathos, as well as the "both sides" presentation technique and assign your students to do a homework making the connections. Alternatively, have the students find their own example and do the analysis.

e. Information Literacy

- FACULTY NOTE: In collaboration with the SSU Library, you can contact Patrick Morgan to deliver a guest lecture on the topic of Info Lit/Cred. Sources
- FACULTY NOTE: This article may be a good class discussion and way to open the unit on Info Literacy and Credible Sources
 - Students Fall for Misinformation Online_Article** (optional)
- FACULTY NOTE: This video below is required
 - Sources and Bias Video**
(8:50) This video encourages scrutiny of ethos, logos, and pathos when considering the credibility of sources. A source's bias/impartiality, experience/qualifications, and willingness to look at multiple perspectives on a topic are discussed.
- FACULTY NOTE: This Info Lit module requires an assignment to assess CSLO#4. Below is a consideration (in Sources_Reading). You may also create your own.
 - Sources**
 - Sources_Reading**
Covers:
 - *Giving credit to sources (importance of citing/attribution)
 - *Importance of Impartiality
 - *Exercise: Identifying Biased Sources (Ex 4.1)
 - FACULTY RESOURCE: Sources_Ex 4.1 Answer Key
- FACULTY NOTE: Select something from the Information Sources module to include
 - Information Sources**
 - FACULTY NOTE: This HW below could also be used as a pre/post test with the librarian guest lecture
HW: Information Sources and Credibility (quiz tool)
 - Types of Information Sources** (web page)

- c. **Information Sources for Different Audiences and Purposes** (web page)
 - d. FACULTY RESOURCE: Link to All Tabs in “Understanding Information Sources” website
 - e. FACULTY RESOURCE: Link to All Tabs in “Evaluating Information Sources” website
 - f. **Evaluating Research Sources for Credibility** (video) (3:14)
- vi. FACULTY NOTE: Include something from the Web Sources module
 - 1. **Web Sources**
 - a. **Evaluating Internet Material** (web page)
 - b. **Evaluating Web Content** (web page)
 - c. **CRAAP Test** (infographic)
 - d. FACULTY NOTE: The Use the Web with Care exercise below is another possible candidate for the CSLO #4 assessment
 - e. **Use the Web with Care**
 - i. FACULTY NOTE: This may be a good exercise to do the day after the Outreach Librarian presentation
 - ii. **Use the Web with Care Exercise**
 - 1. Recognizing Reliable Web Sources Links (mentioned in the exercise)
 - 2. CRAAP Checklist (to apply to the web sources links)
- vii. FACULTY NOTE: News Bias is optional
 - 1. **News Bias**
 - a. **Allsides.com**
An interesting site to explore; focuses on political bias and news outlet slant
 - b. **How to Spot Fake News** (infographic)

V. **Unit: Argument Structure**

- a. FACULTY NOTE: The Understanding Arguments video below is required.
 - i. **Understanding Arguments** (video) (10:35)
- b. FACULTY NOTE: Select one of the sub-files below in Argument Parts to assign as reading for this module (change it from Draft to Publish)
 - i. **Argument Parts**
 - 1. **Parts of Arguments**
 - a. What is an Argument? (web page)
 - b. The Standard Format (web page)
 - c. Hidden Assumptions (web page – with self-assessment exercise)
 - 2. **Foundations of Arguments**
 - a. Foundations of Arguments Reading (Diestler, Ch.1)
 - b. Foundations of Argument Reading Quiz (quiz tool)
 - 3. **Short Arguments**
 - a. Short Arguments_General Rules Reading
This is an overview of short arguments and identifying parts of arguments. It also includes exercises for practice (Ex 1.1 and 1.2).

- b. FACULTY RESOURCE: Short Arguments Exercise 1.1 and 1.2 Answers
 - 4. **Reconstructing and Analyzing Arguments**
 - a. Reconstructing and Analyzing Arguments Reading. Includes exercise.
 - b. FACULTY RESOURCE: Exercise Answers
 - 5. **Basic Argumentation**
 - a. Basics of Argumentation_Reading
 - b. In-Class Exercise – Is it a Statement?
- ii. **Argument Parts Exercises (1-4 required)**
 - 1. **HW: Is it a Statement?** (quiz tool)
 - 2. **HW: Is it an Argument?** (quiz tool)
 - 3. **HW: Argument Identification** (quiz tool)
 - a. FACULTY NOTE: This could be a measure for CSLO #1
 - 4. **HW: Standard Argument Form** (quiz tool)
 - a. FACULTY NOTE: This could be a measure for CSLO #1
Read each passage and translate it into the standard argument form:
 - 1. Premise one.
 - 2. Premise two.
 - 3. Therefore, conclusion.
 - 5. FACULTY NOTE: If you want to give practice with Visual Arguments, see the optional exercise below.
 - a. **Visual Arguments Exercise**
- iii. **Arguments with Missing or Unstated Parts**

FACULTY NOTE: All of the items in this folder are required

 - 1. **Unstated Assumptions Video (11:46)**
 - 2. **Hidden Assumptions** (web page + self-assessment exercise)
 - 3. **Arguments with Missing Premises_Reading**
 - 4. **HW: Identify the Hidden Assumptions** (quiz tool)
- iv. **Argument Mapping**

FACULTY NOTE: The Argument Mapping Readings are required. So is a mapping exercise (create your own/use one below)

 - 1. **Argument Mapping Readings**
 - a. **Argument Mapping Reading**
 - b. **Argument Mapping Reading 2**
 - 2. **Argument Mapping Exercises**

FACULTY NOTE: Select at least one of the following exercises to assign

 - a. **Set 1**

FACULTY NOTE: The document below for the in-class exercise also includes the answers.

 - i. **Argument Mapping - In Class Exercise**
 - b. **Set 2**
 - i. **Argument Mapping_Exercise 12.1**
 - ii. **Argument Mapping_Exercise 12.2**
 - iii. FACULTY RESOURCE: Appendix III_Sets 12.1 & 12.2 Answers

c. **Set 3**

i. **Argument Mapping Exercises**

v. **Logical Analysis**

FACULTY NOTE: The two items below in Logical Analysis are required.

1. **Truth, Logic, and Argument Relationships_Reading**

2. **HW: Truth, Logic, and Relationships** (quiz tool)

vi. **FACULTY RESOURCE: The Nature of Arguments_Lecture**

vii. **FACULTY RESOURCE: The Nature of Arguments_PPT Slides**

VI. **UNIT: Value-Based Arguments**

FACULTY NOTE: There should be a presentation associated with this unit (individual or group)

FACULTY NOTE: You should develop/assign something from this unit to report on CSLO #2

FACULTY NOTE: Everything below this note is required (a-m)

a. **Facts and Opinion Video** (9:13)

b. **Three Types of Values** (web page)

c. **Intrinsic Values** (web page)

d. **Facts and Moral Values** (web page)

e. **What are Moral Values?** (web page)

f. **Descriptive vs. Normative Claims** (web page)

g. **Types of Normative Claims: Aesthetic Claims** (web page)

h. **Types of Normative Claims: Rationality Claims** (web page)

i. **Types of Normative Claims: Moral Claims** (web page)

j. **What is a Moral Argument?** (web page)

k. **Relativism and Absolutism** (web page)

l. **Reflective Equilibrium** (web page)

m. **Utility, Rights, and Virtue** (web page)

FACULTY NOTE: Below is the material from the Diester text. You should not assign this chapter as a whole, but if there are some parts of it that you find useful, please include them. The old chapter quiz is also included so you can pull questions from it, should that be helpful. Teach value-based arguments from the web-materials provided in this unit primarily.

n. **Values and Ethics_Reading**

o. **Values and Ethics Quiz** (quiz tool)

VII. **UNIT: Deductive and Inductive Arguments**

FACULTY RESOURCE: Different Types of Arguments_Lecture

FACULTY RESOURCE: Different Types of Arguments_PPT Slides

FACULTY NOTE: Assign the required video below

a. **Deduction**

1. **Deductive Arguments Video** (7:00)

FACULTY NOTE: You must include instruction on the following deductive patterns: Modus Tollens, Modus Ponens, Disjunctive Syllogism, Categorical Syllogism; Optional deductive patterns: Hypothetical Syllogism, Chain Argument

2. **Deductive Arguments Reading**

FACULTY NOTE: Assign one reading from the Deductive Arguments Reading folder

a. **Deductive Arguments Form Reading**

Includes: MP, MT, HS, DS + 2 exercises (name the form and draw the conclusion)

b. Deductive Forms_Clear and Present Thinking_Reading

Includes: V&S, MP, MT, CS, Enthymeme, HS, DS

c. Deduction Reading

Includes: MP, MT, CS, DS, Enthymeme, V&S

3. Deduction Exercises (a-b required)

a. **HW: Name the Deductive Form** (quiz tool)

b. **HW: Draw the Conclusion** (quiz tool)

c. **HW: Translate into Deduction** (dropbox) (optional)

4. Validity and Soundness

FACULTY NOTE: the reading and 3 videos below are required and the two practice exercises are encouraged as self-assessments

a. **Validity and Soundness_Clear and Present Thinking_Reading**

b. **Validity Video** (7:06)

c. **Truth and Validity Video** (6:53)

d. **Validity: Practice** (optional self-assessment)

e. **Soundness Video** (5:14)

f. **Soundness: Practice** (optional self-assessment)

FACULTY RESOURCE: Validity and Soundness_Lecture

FACULTY RESOURCE: Validity and Soundness_PPT Slides

5. The Enthymeme

FACULTY NOTE: Develop lecture materials and exercises for practice from the resource below

a. **FACULTY RESOURCE: Teaching the Enthymeme**

FACULTY NOTE: the handouts and assignment below are optional. Feel free to use them or to develop your own

b. **Enthymeme Student Handout**

c. **Flawed Enthymeme Examples**

d. **HW: Enthymeme Analysis** (discussion board)

DUE: Post must be made before XXXXX

Find a recent article on <https://www.nytimes.com/section/education>

In your post, provide:

1. A specific link to the article (be sure the link works correctly!)

2. An overview of the argument

a. identify the issue

b. list the author's conclusion

c. list the reasons offered in the article

3. Identify an enthymeme. Either identify an valid enthymeme within the article, or construct your own valid enthymeme about the argument in the article.

4. Analyze the enthymeme. Identify its 5 parts and analyze whether it is sound (having reasonable content) by examining the enthymeme's reason and unstated assumption.

5. Indicate the two counterarguments that could be given against the argument (against the reason and the unstated assumption). Do you think that one or both or any of these counterarguments is a problem for the enthymeme? Why or why not?

6. Determine whether you think the enthymeme is sound. Utilizing the counterarguments above, think through whether or not the content of the enthymeme is credible.

7. State your personal position on the issue. Do you agree or disagree with the author? Why or why not? Utilize examples to support your reasons.

NOTE: Make the title of your post the question at issue in your article.

b. **Induction**

FACULTY NOTE: Both videos below are required

1. **Inductive Arguments Video** (4:58)
2. **The Many Forms of Inductive Arguments Video** (9:20)
3. **Inductive Arguments Readings**

FACULTY NOTE: The reading below is required

- i. **Inductive Arguments Reading** (includes Exercises 22-24)

FACULTY RESOURCE: Exercise 22-24 Answers

FACULTY NOTE: The reading below is optional

- i. **Inductive Reasoning** (web site)

4. **Inductive Arguments – Applications**

FACULTY NOTE: Select some of the items in this folder to augment instruction on induction

- a. **HW: The Limits of Polling** (dropbox)

Listen to the 1A podcast "Can We Trust Polls?" (47 minutes), take notes on the important information/arguments shared in it, and then complete the attached worksheet before the due date.

Read the overview of the program on the 1A webpage, then click the LISTEN button on the webpage to access the recording.

<https://the1a.org/shows/2018-02-06/can-we-trust-polls>

- b. **Samples and Bias** (web page)
- c. **Spurious Correlations** (web page)
- d. **Statistical and Causal Generalizations Reading Quiz**

This is the Diestler Ch.4 quiz, you can see what questions may still be useful

- e. **Analogical Arguments** (web page)
- f. **Controlled Studies and Analogies Quiz**

This is the Diestler Ch.5 quiz, you can see what questions may still be useful

FACULTY RESOURCE: Induction Lecture

FACULTY RESOURCE: Induction PPT Slides

VIII. **UNIT: Fallacies**

FACULTY NOTE: Assign the What is a Fallacy? Reading and the Fallacies_Reading (16) in the Links to Fallacy Examples/Definitions folder below

- a. **What is a Fallacy?** (web site)

b. **Course Fallacies Chart**

16 fallacies are required; 79 examples provided in this hyperlinked chart

FACULTY NOTE: The 2 videos below are optional

- c. **Common Errors of Relevance Video** (8:21)
- d. **Common Errors in Causal Reasoning** (9:51)
- e. **Fallacy Exercises**

FACULTY NOTE: Feel free to use these exercises or to develop your own to measure CSLO #3

- i. **HW: Fallacies, Part I** (quiz tool)
- ii. **HW: Fallacies, Part II** (quiz tool)
- iii. **Fallacy Quiz** (quiz tool)

FACULTY NOTE: The fallacious argument examination exercise below is optional

- iv. **Sample Fallacious Argument**
 - 1. Fallacious Sample Argument
 - 2. Fallacy Analysis of Sample Argument

FACULTY RESOURCE: Fallacy Lecture

FACULTY RESOURCE: Fallacy PPT Slides

f. Fallacy Sources in the Chart

- i. **Links to Fallacy Examples/Definitions**
 - 1. **Fallacies Reading_(16)** (pdf)
 - 2. Logical Fallacies_Reading (14) (web)
 - 3. Selected Fallacies_Reading (8) (pdf)
 - 4. Fallacies_11 (web)
 - 5. List of Fallacies (web)
 - 6. Selected Fallacies_5 (web)
 - 7. Fallacies (pdf)
 - 8. Post Hoc Ergo Propter Hoc (web)

IX. UNIT: Evaluating Language and Meaning

FACULTY NOTE: the contents of this unit are optional

- a. **Evaluating Language, Part I Video** (8:06)
- b. **Evaluating Language, Part I Video** (7:08)
- c. **Obscurity** (web page)
- d. **Distortion** (web page)
- e. **Euphemism** (web page)
- f. **Weasel Words** (web page)
- g. **Exercises to Adapt?**
 - i. **The Power of Language Reading Quiz**
 - ii. **HW: Harsh Words, Violent Acts**

Listen to the 1A podcast "Harsh Words. Violent Acts. Who's Accountable?" (47 minutes), take notes on the important information/arguments shared in it, and then complete a report that provides an overview of the program and relevant connections to topics in this unit. Post your report here as an attached Word document, at least two pages in length. DUE BEFORE **XXXXX**

Read the overview of the program on the 1A webpage, then click the LISTEN button on the webpage to access the recording.

<https://the1a.org/shows/2018-10-31/trump-rhetoric-speech>