

Las Positas College
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Course Outline for SPCH 46
ARGUMENTATION AND DEBATE
Effective: Fall 2004

I. CATALOG DESCRIPTION:

SPCH 46 — ARGUMENTATION AND DEBATE — 3.00 units

Analysis of contemporary questions through written and spoken discourse. Analysis, criticism, and synthesis of contemporary moral, political, economic and philosophical issues of a diverse, multicultural society, using traditional and modern models of argumentation.

3.00 Units Lecture

Strongly Recommended

ENG 1A - Critical Reading and Composition

Grading Methods:

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ENG1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. appraise the usefulness and limitations of the argumentation process;
- B. classify the different components of the argumentation process and recognize how the parts interact and react to one another;
- C. recognize, create, define and analyze propositions;
- D. discover, evaluate and incorporate evidence in argumentation;
- E. identify some of the different forms of reasoning that are used in argumentation;
- F. identify and refute fallacious reasoning, evidence, and language in argumentation;
- G. demonstrate effective delivery skills in debate settings (language use, non-verbal presentation, vocal deliver);
- H. write a policy proposition proposal.

V. CONTENT:

- A. Examination of the Nature of Argumentation
 - 1. Historical development of argumentation
 - 2. The usefulness of argumentation
 - 3. The limitations of argumentation
 - 4. Ethical standards in argumentation
- B. How is a Unit of Argumentation Created
 - 1. Presumption
 - 2. Burden of proof
 - 3. The prima facie case
 - 4. The model of an argument
 - a. Claims
 - b. Grounds
 - c. Warrants
 - d. Backing
 - e. Qualifiers
 - f. rebuttals
- C. Propositions
 - 1. Classification of propositions
 - a. Propositions of fact
 - b. Propositions of value
 - c. Propositions of policy

- D. Evidence and Argumentation
 - 1. The discovery of evidence
 - 2. Types of evidence
 - 3. Tests of evidence
- E. Reasoning in Argumentation
 - 1. Argument from cause
 - 2. Argument from sign
 - 3. Argument from generalization
 - 4. Argument from parallel case
 - 5. Argument from analogy
 - 6. Argument from authority
- F. What to Avoid in Argumentation
 - 1. Fallacies in reasoning
 - 2. Fallacies in research
 - 3. Fallacies of appeal
 - 4. Fallacies in language
- G. Presenting your Argument
 - 1. Audience analysis
 - 2. Language choice and style
 - 3. Delivery techniques
 - 4. Building credibility with an audience
- H. Forming a Proposition of Policy
 - 1. Advocating policy propositions
 - a. Establishing a need
 - b. Providing a solution
 - c. Projecting the outcomes
 - 2. Opposing policy propositions
 - a. Examine definitions
 - b. Refute reason for change
 - c. Refute consequences of change
 - d. Offer a counterproposal

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** - Group discussion
- C. **Guest Lecturers** -
- D. Communication activities
- E. Test/quizzes
- F. Oral presentations
- G. **Classroom Activity** - In-class debates

VII. TYPICAL ASSIGNMENTS:

A. Create and then present orally to the class a 5-7 minutes argumentative speech using Monroe's motivated sequence. Incorporate a minimum of five source citations. B. Write and submit a typed 7-9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations. C. "_____ should be the next President of the United States of America." The entire class will have 45 minutes to debate this statement with speakers being allotted 3-minute speaking intervals. Come to class able to speak to either side of this statement and be prepared and able to react/respond to the debate as it develops around you.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Other:
 - a. Test/quizzes – written assignments:
 - 1. Given the below statement please complete the following:
 - a. Identify the type of proposition present.
 - b. Identify the terms requiring defining within the statement.
 - c. Provide your own definitions for the terms selected. "The U.S. Government needs to implement immediate and powerful actions to dramatically limit the consumption of finite fuel sources."
 - 2. You have been given an advocated policy proposition mandating the change of the status quo. Taking the position of the opposition, refute this proposition. Look carefully at the evidence presented, forms of reasoning and establishment of inherent need for change.
 - b. Class-wide debates on multiple topics
 - c. Team debates on a single topic
 - d. Research paper
 - e. Written/oral critiques

B. **Frequency**

IX. TYPICAL TEXTS:

- 1. Rybacki and Rybacki, *Advocacy and Opposition*. 5th ed., Allyn and Bacon, 0.
- 2. Reinard, John *Foundations of Argument*. 3rd ed., Wm. C. Brown Publishers, 0.
- 3. Ross, Raymond *Understanding Persuasion*. 6th ed., Prentice Hall, 0.
- 4. Govier, Trudy *A Practical Study of Argument*. 4th ed., Wadsworth Publishing Company, 1997.
- 5. Rottenbert, Annette *The Structure of Argument*. 3rd ed., Bedford Books, 0.
- 6. Freeley, Austin *Argumentation and Debate*. 9th ed., Wadsworth Publishing Company, 1999.

X. OTHER MATERIALS REQUIRED OF STUDENTS: