

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for SPCH 46
ARGUMENTATION AND DEBATE
Effective: Fall 2016

I. CATALOG DESCRIPTION:

SPCH 46 — ARGUMENTATION AND DEBATE — 3.00 units

Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis, presentation, and evaluation of oral and written arguments.

3.00 Units Lecture

Strongly Recommended

ENG 1A - Critical Reading and Composition

Grading Methods:

Letter or P/NP

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. Analyze 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. Critically evaluate reasoning and evidence;
- E. Discover, evaluate and incorporate evidence in argumentation;
- F. Describe the reasoning process and implement skills in utilizing various methods of reasoning;
- G. Analyze, advocate, and criticize ideas, especially through the process of debate;
- H. Recognize fallacies of reasoning and argue ethically;
 - I. Employ effective research skills;
- J. Practice the use of critical thinking skills in oral and written communication;
- K. Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal deliver);
- L. 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. Methods of critical inquiry and reasoning
 - 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. Classification of propositions
 - 1. Propositions of fact
 - 2. Propositions of value
 - 3. Propositions of policy
- D. Advocacy and argumentation techniques
 - 1. Audience analysis
 - 2. Language choice and style
 - 3. Delivery techniques
 - 4. Building credibility with an audience
- E. Research skills, analysis, and evaluation of evidence and sources
 - 1. The discovery of evidence
 - 2. Research techniques
 - 3. Types of evidence
 - 4. Tests of evidence
- F. 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
- G. Logical fallacies and ethical arguments
 - 1. Fallacies in reasoning
 - 2. Fallacies in research
 - 3. Fallacies of appeal
 - 4. Fallacies in language
- H. Advocacy and argumentation techniques
 - 1. Audience analysis
 - 2. Language choice and style
 - 3. Delivery techniques
 - 4. Building credibility with an audience
- I. Critical analysis of discourse
- J. Analysis, presentation, and evaluation of oral and written arguments
 - 1. Effectiveness of organization
 - 2. Effectiveness of delivery
 - 3. Effectiveness of argumentation

VI. METHODS OF INSTRUCTION:

- A. **Demonstration** - Demonstration debates
- B. **Discussion** - Group discussion
- C. **Lecture** -
- D. **Guest Lecturers** -
- E. **Critique** - Critique of debates
- F. Test/quizzes
- G. Communication activities
- H. **Student Presentations** -
- I. **Classroom Activity** - In-class debates

VII. TYPICAL ASSIGNMENTS:

- A. **Oral Presentation:** 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. **Proposition Paper:** 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. **Debate:** "_____ 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. Papers
 - 3. Oral Presentation
 - 4. Class Participation
 - 5. Class Work
 - 6. Other:
 - a. Methods
 - 1. Class participation and attendance
 - 2. Graded persuasive speech
 - 3. Graded debate
 - 4. Research paper
 - 5. Midterm examination
 - 6. Final examination
- B. **Frequency**
 - 1. Frequency
 - a. Weekly participation in class activities
 - b. One persuasive speech
 - c. Two - four debates
 - d. One - two research papers
 - e. One midterm examination
 - f. One final examination

IX. TYPICAL TEXTS:

- 1. Reinard, John. *Foundations of Argumentation and Critical Thinking: A Modern Approach*. 1st ed., Sage Publications, 2015.
- 2. Govier, Trudy. *A Practical Study of Argument*. 7th ed., Wadsworth Publishing Company, 2013.
- 3. Rottenbert, Annette, and Donna Winchell. *The Structure of Argument*. 8th ed., Bedford/St. Martin's, 2014.

4. Freeley, Austin, and David Steinberg. *Argumentation and Debate*. 13th ed., Wadsworth Publishing Company, 2013.

X. OTHER MATERIALS REQUIRED OF STUDENTS: