

### Course Outline

**COURSE:** CMUN 3                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2021                      **CURRICULUM APPROVAL DATE:** 5/11/2021

**SHORT TITLE:** ARGUMENTATION & DEBATE

**LONG TITLE:** Argumentation and Debate

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

This course focuses on the principles of argumentation and debate and aims to develop both critical and ethical evaluation, development, and communication of ideas. This course examines the formulation of arguments, quality of supporting evidence and research, and development of strong reasoning skills. In addition, this course will develop effective communication skills as it applies to oral and written communication through conducting and performing analyses, critiques, speeches, and debates. Students are required to write a minimum of 5,000 words over the course of the semester. **PREREQUISITE:** ENGL 1A.

**PREREQUISITES:**

CAPP CMUN 3 Requisite

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Develop research skills that allow for critical evaluation of sources and evidence.
2. Identify, distinguish, and evaluate different forms of reasoning, including faulty reasoning, as well as develop guidelines for assessing ethical arguments.
3. Develop skills to listen, analyze, and productively criticize ideas, especially through the process of debate.
4. Foster the use of critical thinking in oral and written communication.

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 5/11/2021

(5 hours)

Topic/Content: Introduction and Course Overview / Intro to Critical Thinking, Argumentation, and Decision Making. Students will get acquainted with the course and one another. Community building exercises will take place. Students will be introduced to the characteristics of critical thinking, argumentation, and principles of decision-making in various contexts. Contexts include individuals and group decision-making, informal and formal debate, persuasion versus coercion, and students will start to consider the ethics of decision-making.

Student Performance Objectives: Students should be able to define critical thinking, decision-making, and argumentation as well as recognize strategies used in various contexts to apply these three core concepts. Week one is designed to frame the course and all course SLOs.

(5 hours)

Topic/Content: Communication, Ethics, and Cultural Considerations in Arguments. Students will be introduced to communication strategies used in persuasive arguments. Students will be introduced to the rhetorical triangle (audience, purpose, voice) and rhetorical appeals (ethos, pathos, logos). These strategies will be analyzed by watching speakers and discussing what rhetorical techniques are being used, how they influence their audience, and discuss the difference between ethical persuasive techniques and coercion/manipulation. Ethics will then be defined as well as different 'levels of operation - (metaethics, normative ethics, and applied ethics). Students will be encouraged to identify their own ethical preferences. Using Hofstede's Cultural Dimensions, cultural considerations will be introduced as well as discussions about how knowledge is generated, how truth is evaluated, perceived, and disseminated in different cultures.

Student Performance Objectives: Students should be able to identify various rhetorical techniques used by speakers/writers, as well as the ethical implications of such strategies. Students should also be able to name several ethical paradigms and identify their own personal ethical stance. Lastly, students should be able to discuss the ways culture influences how knowledge is evaluated and disseminated in different cultures. Primary focus are SLOs 2 and 4.

(3 hours)

Topic/Content: Introduction to Debate. Students will be introduced to formal debate -the fundamental characteristics of debate (resolution, affirmative/negative arguments, how debates are won, etc.), debate styles (Policy, Parliamentary, Lincoln Douglas, Public Forum), and ethical standards for debaters. Students will also be introduced to the history of speech and debate. Key influencers such as the sophists, Plato, and Aristotle should be introduced in the discussion of history.

Student Performance Objectives: Students should be able to identify and distinguish a variety of debate styles as well as the benefits of learning formalized debate. Students should also understand ethical considerations for debate when it comes to presenting, listening, and responding during a debate as well as the ethics of judging debates. Students should be able to identify the benefits of learning formal debate and how these benefits can be applied to every decision-making. Content begins to introduce SLOs 2-4.

(9 hours)

Topic/Content: Foundations of Argument. Toulmin's Model will be introduced as the -foundation of any argument. - Toulmin's includes the following elements: claims, grounds, warrants, backing, modal qualifications, and rebuttals. A key part of foundations of argument rely on the ability to understand various forms of reasoning. Students should be introduced to the main forms of reasoning (deductive and inductive), various types of reasoning (syllogisms, analogies, and causal reasoning), and discuss how arguments can be evaluated as sound and valid. Faulty reasoning will be introduced by discussing popular fallacies, how to identify fallacies in arguments, and how to formulate arguments that are free from errors in logic. This content area will end with in-class presentations that reveal fallacies in everyday arguments (news clips, movies, TV shows, etc.).

Student Performance Objectives: Students should be able to name the six elements of Toulmin's Model. They should also be able to distinguish arguments that are well reasoned (valid/sound), identify what form of reasoning is being used (inductive/deductive), and identify faulty arguments (fallacies). Primary focus are SLOs 2 and 3.

(3 hours)

Topic/Content: Debate propositions. Students will be introduced to -the debate proposition - (the statement/central issue that will be debated). Students will be introduced to what a proposition is, types of debate propositions (fact, value, policy, quasi policy), as well as the burden of proof and burden of refutation when debating. Students will learn about the importance of defining terms that are included in a proposition to set the stage for a successful debate. Criteria will be given regarding how to understand if term definitions are appropriate (i.e. definitions should be common, derived from appropriate fields, must fit the context of the original proposition, etc.). Depending on the main type of debate an instructor chooses to teach in their class, other parameters regarding propositions should be discussed, such as stock issues, harm, inherency, and solvency.

Student Performance Objectives: Students should be able to formulate a proposition of fact, value, and policy. Students should also be able to identify what terms in a proposition should be defined as well as the criteria to properly define terms and set parameters for a debate.

(5 hours)

Topic/Content: Gathering and Using Evidence. Students will be introduced to the difference between sources (where you get the information from -website, book, journal article, etc.) and supporting materials (definition, testimony, statistic, fact, etc.). Credibility of evidence will be introduced'is the source current, derived from an appropriate authority figure, is the evidence clear, substantial, and unbiased. If possible, the instructor should invite the library liaison to give a presentation on how to locate and use Gavilan resources for credible research. If this is not available, teachers should be able to walk students through these resources in class.

Evidence will also be discussed regarding how the audience will interpret and accept this evidence. Considerations such as audience beliefs, audience motives, level of understanding, and audience norms will be discussed. Lastly, students will learn how to organize research in a debate case brief so information can be presented in an organized, clear fashion.

Student Performance Objectives: Students should feel confident gathering, evaluating, and organizing credible evidence. Primary focus are SLOs 1 and 4.

(3 hours)

Topic/Content: Arguing for/Against a Proposition. Students will learn how to build case briefs/arguments for and against a proposition as it relates to the instructor's chosen style of debate (policy, public forum, parli, etc.). Specific emphasis should be focused on how the objectives of the affirmative and negative arguments vary as well as what components belong in a case brief (i.e. agency, mandates, enforcement, etc.). The components taught should align with the first major debate style students will be assigned (it's recommended to teach policy style case construction).

Student Performance Objectives: Students should understand what components belong in an affirmative and negative case brief and how these components will change depending on what style of debate they are using. The goals and objectives of affirmative and negative case brief writing should be clear. Primary focus are SLOs 3 and 4.

(3 hours)

Topic/Content: Cross Examination / Refutation. The purpose and strategies for Cross Examination will be introduced. Cross Examination is used to: clarify arguments, expose flaws in their opponent's arguments, set up strategies, and build credibility. Guidelines for Cross Examination will be discussed such as how to phrase questions, what type of questions to avoid, and the importance of Cross Examination as a means to strengthen someone's ability to win a debate. The role of the questioner and respondent are both explored.

The purpose and strategies for Refutation will be introduced. Refutation is used to refute arguments your opponents have made and thus, weaken their argument(s). Four Step Refutation will be introduced as a means of responding to arguments (restate, refute, support, conclude). Guidelines for Refutation will be established, such as what arguments should be addressed, how to provide an effective counterargument, and what to do if you don't know how to respond to an argument.

Student Performance Objectives: Students should be able to distinguish between Cross Examination and Refutation, as well as the purpose and strategies used to accomplish both. Primary focus are SLOs 3 and 4.

(3 hours)

Topic/Content: Critical Listening, Flowing, and Evaluating Debates. Students will be introduced to how to listen to and track arguments in a debate (flow/flowing). Students will watch a full-length debate and practice flowing the arguments presented by both teams. Students will also be introduced to the role of a debate judge and how teams are chosen to win or lose a debate. The ethics of listening and judging will be discussed. Students will also learn how to complete a debate ballot.

Student Performance Objectives: Students should be able to set-up and utilize a flow for the length of a full debate. Students should understand the role of a judge and how to complete a debate ballot. Primary focus are SLOs 3 and 4.

(6 hours)

Topic/Content: Students will participate in a -workshop - where they will finalize, rehearse, and debate their partner to strengthen their case briefs for their first, full length debate. Students will then, in a team, participate in a full-length (roughly 25 minute) debate against another team. Audience members are required to flow the debates they watch and submit judging ballots to determine the team who won the debate. It is suggested that students use Policy style debate.

Student Performance Objectives: Students should be close to or able to execute SLOs 1-4.

(3 hours)

Topic/Content: Introduction to Second Debate Style and Presentation Skills. As students prepare for their second and final full-length debate, the instructor should introduce them to the structure and style of their final debate (i.e. if Policy was their first debate style, they could be introduced to Public Forum, Lincoln Douglas, Value, etc.). After introducing students to their final debate style, presentation skills will be discussed. Students should know how to present debate cases with confidence and navigate impromptu - speeches - such as Cross Examination and Refutation with confidence. Both vocal and physical delivery skills will be addressed.

Student Performance Objectives: Students should be able to name and identify the components of their last style of debate taught. Students should continue building confidence when presenting arguments/debates.

(6 hours)

Topic/Content: Students will participate in a -workshop - where they finalize, rehearse, and debate their partner to strengthen their case briefs for their final debate. Students will then, in a team, participate in a full-length (roughly 25 minute) debate against another team. Audience members are required to flow the debates they watch and submit judging ballots to determine the team who won the debate. It is suggested that students use Public Forum style debate (must be different than the first full debate assigned earlier in the semester).

Student Performance Objectives: Upon completion of their last debate, students should be able to execute SLOs 1-4.

### **METHODS OF INSTRUCTION:**

Lecture Collaborative learning / Guided practice Discussions Use of multimedia

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 12

Assignment Description:

Rhetorical Analysis-- Students will select a speaker of their choice and a specific speech delivered by this speaker. Then, students will then conduct a rhetorical analysis to discuss the techniques (rhetorical triangle, devices, ethos/pathos/logos, etc.) used by the speaker to persuade the audience. Students will conclude by discussing the impact of effective and/or poorly utilized rhetorical techniques. This assignment needs to meet a minimum word count and research requirement.

Required Outside Hours: 10

Assignment Description:

Value Editorial -Students will write an editorial that includes a value proposition of their choosing. Students must be able to defend their value proposition clearly and credibly. Students will -publish - their editorial on a discussion board and then are asked to respond to two peer editorial. This assignment needs to meet a minimum word count and research requirement.

Required Outside Hours: 12

Assignment Description:

Argument Analysis -Students will (solo or in a team of two) select a media clip of their choosing (movie/TV clip, commercial, newsclip, etc.) that contains a poorly constructed argument. Students will present a short analysis showing the clip and detailing the errors in logic that were made in the clip (fallacies, lack of credible research, etc.). The presentation will end with best practices for spotting and/or avoiding being persuaded by faulty arguments.

Required Outside Hours: 42

Assignment Description:

Homework, Readings, and Out-of-Class Assessments- Students will complete several mini-assignments at home to enhance their skills. In addition to homework, students will be assigned roughly 16 chapters of reading and additional supplemental readings and multimedia files to view. Students will also study for and complete assessments (quizzes) outside of class.

Required Outside Hours: 32

Assignment Description:

Debate Case Briefs & Partner Prep for Debates - Students will participate in two full length debates. Beforehand, students will be partnered with a teammate and will prepare an affirmative and negative case brief of a specific resolution. Case briefs need to meet a minimum word count and research requirement. Students will complete this process twice for each formal debate. Students also need to rehearse and strengthen their cases to prepare for in-class delivery of their ideas.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 35.00 %

Writing Assignments (required 5,000 word minimum over the course of the semester). Writing Assignments will occur in the form of analyses, case briefs, essays, homework, etc.

Skill demonstrations

Percent of total grade: 35.00 %

Skill Demonstrations-- Oral Presentations (speeches/debates)

Objective examinations

Percent of total grade: 15.00 %

Examinations-- Students will take a combination of assessments per the instructor's choosing (quizzes and/or tests). Assessments will consist of a variety of assessment methods such as multiple choice, true/false, matching, multiple answer questions, and short responses.

Other methods of evaluation

Percent of total grade: 15.00 %

Participation-- Students will participate in frequent class activities to build skills, particularly to help prepare skills that are needed to complete major assignments (and meet SLOs). Class participation consists of silent writing activities, analyses, discussions, quickfire debates, impromptu speeches, peer critiques, etc.

**REPRESENTATIVE TEXTBOOKS:**

Judith Boss. THINK: Critical thinking and logic skills for everyday life.. New York, NY: McGraw Hill,2021.

Or other appropriate college level text.

ISBN: 1260805190

Reading Level of Text, Grade: 13 Verified by: Kelly Alviso

**Recommended Other Texts and Materials**

Freeley, A.J. & Steinberg, D.L. (2014). Argumentation and debate. (13th ed.). Wadsworth Cengage Learning.

Inch, E.S. & Tudor, K.H. (2014). Critical thinking and communication: The use of reason in argument. (7th ed.). Pearson.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202170

UC TRANSFER:

Transferable UC, effective 202170

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000625562

Sports/Physical Education Course: N

Taxonomy of Program: 150600