

Course Outline

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

TERM EFFECTIVE: Fall 2024 **CURRICULUM APPROVAL DATE:** 04/09/2024

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 |

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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, the quality of supporting evidence and research, and the 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 analysis, critiques, speeches, and debates. Students are required to write a minimum of 7,500 words C-ID : (COMM 120). **PREREQUISITE:** ENGL 1A.

PREREQUISITES:

Completion of ENGL 1A, as UG, with a grade of C or better.

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

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Utilize elements and techniques used in contemporary forms of public persuasion.
2. Identify different types of fallacies and their relationship to forms of persuasion.
3. Construct an organized argumentative brief.
4. Orally demonstrate proper refutation models and sequences.
5. Construct and deliver oral arguments suitable to prima facie standards.
6. Recognize elements and techniques used in contemporary forms of public persuasion.
7. Recognize and critically evaluate forms of argumentation based on prima facie standards.
8. Construct and deliver rebuttals designed to refute argumentation found in both the media and classroom debates.
9. Understand and utilize basic forms of debate theory in an oral context.
10. Identify different types of debate contexts and the implications those contexts have on forms of oral argumentation.
11. Recognize and participate in different forms of intercollegiate debate.

COURSE CONTENT:

Curriculum Approval Date: 04/09/2024

- I. Course Introduction & Overview (1 Hour)
 - A. Introduction to the course and instructor
 - B. Ice-breaking activities and community-building exercises
 - C. Overview of course objectives and expectations
 - D. Introduction to course materials and resources
 - E. Explanation of assessment criteria and grading policies
- II. Intro to Critical Thinking, Argumentation, and Decision-Making (6 Hours)
 - A. Definition and importance of critical thinking
 - B. Characteristics of critical thinking
 - C. Introduction to argumentation and its role in decision-making
 - D. Exploration of various contexts where critical thinking and argumentation are applied
 1. Application of debate topics to Elements of Thought:
 - a) Purpose
 - b) Question at issue
 - c) Information
 - d) Inferences

COURSE CONTENT (CONTINUED):

- e) Concepts
- f) Assumptions
- g) Implications
- h) Point of View
- III. Research techniques and ways to evaluate evidence (3 Hours)
 - A. Media Bias
 - B. Evidence criteria
 - C. Evaluating and presenting secondary research sources in oral and written arguments
- IV. Elements of Rhetorical analysis and persuasive writing strategies (9 hours)
 - A. A Brief History of Argumentation from the Greco-Roman Perspective
 - B. The Five Canons of Rhetoric
 - C. Implied Author
 - D. Implied Audience
 - E. Implied Persuasive Intention
 - F. The Triad of Ethos, Pathos, Logos
 - 1. Ethos/constructing a positive ethos as a writer
 - 2. Pathos/using pathos appeals in a persuasive essay
 - 3. Logos/using logos appeals in a persuasive essay
 - G. Language selection and strategies
 - 1. Definitions
 - 2. Evaluating Definitions
 - 3. Communication Styles
 - a) Individual
 - b) Sex
 - c) Racial
 - d) Cultural
 - 4. Use of Language to Manipulate
 - a) Emotive
 - b) Rhetorical
 - c) Deception and Lying
- V. Argumentation Theory and College Essay Formats (15 Hours)
 - A. Four levels of Argument
 - 1. Definition/ Constructing a definition argument
 - 2. Fact/Constructing fact-level arguments
 - 3. Value/constructing value-level arguments
 - 4. Policy/constructing policy-level arguments
 - B. The Toulmin Model of Argumentation
 - 1. The Primary Triad
 - 2. The Secondary Triad
 - C. Invalid argumentative fallacies/identifying and critiquing fallacies in an analytical essay
 - 1. Logic and Reasoning
 - 2. Fallacies
- VI. Debate Theory & Practice (18 Hours)
 - A. Debate Types
 - 1. Lincoln Douglas
 - 2. Policy Debate
 - B. Debate Resolutions

COURSE CONTENT (CONTINUED):

1. Resolutions of Fact, Value, and Policy
2. The burden of proof
3. The standard burden of proof
4. The burden of refutation
- C. Roles in Argumentation
 1. The Advocate (The Affirmative Case)
 - a) Needs Analysis
 - b) Comparative advantage
 - c) Alternative justification
 - d) Goals and criterion
 2. The Opponent (The Negative Case)
 - a) Topicality
 - b) Defense of the status quo
 - c) Minor repair
 - d) Counter policies
 - e) Reliance on presumption
 - f) Disadvantages
 3. Constructing an affirmative brief
 4. Constructing a negative brief
5. Tracking & Flowing a debate
6. Cross-examination
7. Sequence of refutation
8. Rebuttals

Final Exam: (2 Hours)

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 analyze a speech using the rhetorical triangle principles to identify and analyze the speaker's persuasive strategies. They will examine ethos, pathos, and logos to evaluate their effectiveness in achieving the speaker's intention. The analysis will also explore implied authorship, target audience, and underlying persuasive agenda. Students will also explore rhetorical devices to enhance the speech's impact. The assignment requires meeting minimum word count.

Required Outside Hours 10

Assignment Description

Value Editorial: Students will create an editorial presenting their chosen value proposition, using persuasive writing strategies. They will build a positive writer persona and incorporate pathos appeals to evoke emotional responses. They will present compelling rationales for their propositions and engage with peer editorials, providing thoughtful responses. The assignment requires meeting a minimum word count.

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 12

Assignment Description

Argument Analysis: Students will critically assess a chosen media clip that presents a weak argument. Students will analyze logical fallacies, informational sources, and other reasoning mistakes in an essay. Students will exhibit comprehension of effective argumentation principles and identify tactics to avoid being convinced by flawed arguments by applying argument theory and communication techniques. This assignment requires meeting a minimum word count.

Required Outside Hours 32

Assignment Description

Debate Case Briefs & Partner Prep for Debates: Students will work in pairs and participate in full-length debates, honing their oral communication and argumentation skills. Students will construct affirmative and negative briefs, engaging with the Toulmin Model to structure their arguments effectively. Students will conduct in-depth research to prepare argumentation case briefs advocating for and opposing a given proposition. Case briefs require the integration of primary and secondary sources to substantiate claims. Students will craft compelling arguments and rebuttals. Briefs must meet a minimum word count and research requirement, adhering to APA style guidelines.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 35

Evaluation Description

Writing Assignments (required 7,5000 word minimum over the course of the semester). Writing Assignments will occur in the form of analyses, case briefs, essays, homework, etc.

Skill demonstrations

Evaluation Percent 35

Evaluation Description

Skill Demonstrations-- Oral Presentations (speeches/debates)

Objective examinations

Evaluation Percent 15

Evaluation Description

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

Evaluation Percent 15

Evaluation Description

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:

Kuswa, K. & Sublett, C. (2017). *Argument & Critical Thought: An Introduction to Advocacy, Reasoning, and Debate*. Cognella Academic Publishing

OTHER MATERIALS:

THiNK: Critical thinking and logic skills for everyday life., Judith Boss, McGraw Hill, 2021.

ISBN: 1260805190

Rationale: Or other appropriate college level text.

13 Grade Verified by: Kelly Alviso

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

CSU A3, effective 202270

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202270

Not Transferable

UC TRANSFER:

Transferable UC, effective 202270

Not Transferable

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