

CATALOG INFORMATION

Dept and Nbr: SPCH 3A            Title: INTRO/ARGUMENTATION  
Full Title: Introduction to Argumentation  
Last Reviewed: 10/8/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17	Lecture Scheduled	51.00
Minimum	3.00	Lab Scheduled	0	3	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	51.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 102.00

Total Student Learning Hours: 153.00

Title 5 Category: AA Degree Applicable  
Grading:            Grade or P/NP  
Repeatability:    00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

**Catalog Description:**  
Through in-class debates on contemporary issues, the course teaches how to make a claim and how to support it, how to recognize invalid arguments and how to refute them, how to reason and speak clearly. These techniques are useful in both formal and informal situations.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A.

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Course uses in-class debates to teach argumentation & critical thinking. (Grade or P/NP)  
Prerequisites/Corequisites:  
Recommended: Eligibility for ENGL 1A.  
Limits on Enrollment:  
Transfer Credit: CSU;UC. (CAN SPCH6)

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	B	Communication and Analytical Thinking	Fall 1981	

<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	A3	Critical Thinking	Fall 1981	

<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
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<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
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<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
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### **CID:**

CID Descriptor: COMM 120	Argumentation or Argumentation and Debate
SRJC Equivalent Course(s):	COMM9 OR COMM3

### **Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

After completion of the course, students should be able to:

1. differentiate between statements which give reasons, (and are therefore technically arguments), and unsupported claims (which technically are not arguments).
2. differentiate between claims and supporting premises.
3. diagram an enthymeme and identify the suppressed premise.
4. compose and classify debatable propositions of fact, value, and policy.
5. convert debatable claims to formal resolutions.
6. "parcel" resolutions (that is, identify key terms in a resolution, state alternative definitions, and select the most appropriate definition for purposes of debate.)
7. Present a speech supporting or opposing a resolution in a parliamentary format debate.
8. State, define, and apply the appropriate prima facie case elements for each of the three classes of propositions.
9. Research, prepare and present constructive and rebuttal speeches on support of or opposition to a formal debate resolution in both Lincoln-Douglas and Oxford formats. This includes:
  - A. identification of the issues necessary to construct a prima facie case
  - B. locating, selecting, and presenting relevant evidence for each prima facie issue
  - C. if in opposition to the resolution (the negative) appropriate clash with the affirmative case and presentation of relevant off-case issues

10. critique a debate, either oral or written, and provide a ballot stating reasons for a decision in accordance with accepted "reasonable person" standards and assessment of appropriate prima facie and off-case issues.
11. score at least 60% on an objective examination covering argumenta-theory and including the identification of logical fallacies.

## **Topics and Scope:**

### **I. Introduction to the Course**

The role of critical thinking in life, politics, professions, and education

Grading standards, assignments, and expectations

Reading schedule for the textbook

Expectation that students will read the newspaper for current events

### **II. The Nature of Argumentation: from "arguing" to debating**

The meaning of argumentation

The basic unit of rhetorical argument: the enthymeme

The relationship of debate to argumentation

The world of debate

### **III. The "reasonable person" model: addressing our rational selves.**

Defining the reasonable person

Why the reasonable person?

The parties to a debate

the affirmative

the negative

the judge

The role of debate in problem solving

the ethics of debate

### **IV. The Claim Tree: from making claims to debatable claims**

the concept of a claim

The principle of clarity

how language means

clarity by definition

clarity by description

sources of definitions

purposes of authoritative definitions

The need for jurisdiction

The need for controversy

The classification of debatable claims

The three classes of debatable claims

the proposition of fact

the proposition of value

the proposition of policy

wording the proposition

### **V. The Resolution: the focus of a debate**

### **VI. The analysis of Resolutions**

### **VII. The Process of Debate: preparation and procedure**

(First classroom debates are held)

(Mid-term evaluation)

### **VIII. Debating Resolutions of Fact**

### **IX. Debating Resolutions of Value**

## X. Debating Resolutions of Policy

(Second series of classroom debates are held)

## XI. The structure of arguments in support of claims (includes the Toulmin model of argument)

## XII. The role of research in the support of claims

## XIII. The examination of warrants: relevance, logic and fallacies

The concept of relevance

Formal logic and the syllogism

Induction

Deduction

Informal fallacies

## The Analysis of Evidence

The need for evidence

Tests of evidence

competence

bias

hearsay

The hierarchy of evidence

facts

opinions

consensus evidence

## XIV. Judgment: has the resolution been proven?

(Third series of classroom debates are held)

## XV. Assessment of third series of debates and review for final examination.

(Final examination)

## Assignment:

1. Each student is to compose and diagram an enthymeme and submit the diagram to the instructor.
2. Each student is to compose three "debatable claims". The student is to defend the debatable claims composed by demonstrating in class that the necessary requirements of clarity, jurisdiction and controversy are present. Each student is placed under Socratic examination by the instructor.
3. Each student is to convert the debatable claims into formal resolutions, and under Socratic examination by the instructor demonstrate that presumption, burden of proof and standard of proof have been appropriately placed.
4. The class researches, prepares, and conducts a parliamentary style debate on a topic assigned by the instructor.
5. Each student researches, prepares and engages in a one-on-one "Lincoln-Douglas" format debate with another member of the class on an assigned or chosen resolution.
6. Each student takes a combination objective/essay mid-term examination on textbook chapters and relevant current events.
7. Each student researches, prepares and engages in a two-on-two- "Oxford" format debate with other students from the class.
8. Each student takes a combination objective/essay final examination lasting three hours on textbook chapters and relevant current events.
9. In addition to the above, students have a option of observing or en-

gaging in inter-collegiate or community debates for extra-credit.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing  
0 - 0%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Exams

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations  
50 - 66%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice

Exams  
10 - 17%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Perella, Jack. The Debate Method of Critical Thinking

Freely, Austin J. Argumentation and Debate

Church, Russell T., and Charles Wilbanks. Values and Policies in Controversy