

SPCH 9 Course Outline as of Fall 2000

CATALOG INFORMATION

Dept and Nbr: SPCH 9                      Title: WRITTEN & ORAL ARG.  
Full Title: Critical Thinking and Argumentation  
Last Reviewed: 4/9/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	3	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

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:**  
Primary emphasis on argumentation as the study of analysis, evidence, reasoning, refutation and rebuttal, etc., in oral and written communication. Significant component of instruction in written argumentation, with special attention to the essay form. Critical thinking approaches to commercial, legal, political, and academic argumentation and persuasion.

**Prerequisites/Corequisites:**  
Completion of Engl 1A or equivalent.

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: The study of argumentation with emphasis on oral & written form. Significant writing component, with focus on the student essay. Examination of commercial, legal, political & academic argumentation & persuasion. (Grade or P/NP)  
Prerequisites/Corequisites: Completion of Engl 1A or equivalent.  
Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

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 1994	

<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	A3	Critical Thinking	Fall 1995	

<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	1B	Critical Thinking - English Composition	Fall 1995	

<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1994	<b>Inactive:</b>
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<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1994	<b>Inactive:</b>
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### **CID:**

CID Descriptor: COMM 120	Argumentation or Argumentation and Debate
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SRJC Equivalent Course(s):	COMM9 OR COMM3
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### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

The student will:

- Write frequently (a minimum of 6,000 words of edited composition), including a sequence of substantial essays on issues that require reasoned defense, each subsequent writing assignment adding to the student's ability to write and reason in a more advanced way (including, but not limited to, structure and style).
- Identify the basic logical precepts and traditions of argumentation in the Western rhetorical tradition.
- Recognize the various types of propositions, remember the guidelines for clear and effective propositions and apply such in discussion and oral and written composition assignments.
- Specify analytical formulas for the discovery of issues in a controversy, recognize the delineation of issues in a controversy by relevance and importance, and apply such knowledge in discussion and oral and/or written compositions assignments.
- Recall the principles of effective, efficient research and information sources useful in preparation of cases and apply such knowledge in discussion and oral and written composition assignments.
- Explain the concept of evidence, of various types of evidence and their employment in argumentation, of standards for evaluation of evidence and apply those standards in discussion and oral and/or written composition assignments.

- G. Describe the concept of reasoning, types of reasoning, the analysis and evaluation of reasoning and apply such concepts in discussion and oral and/or written composition assignments.
- H. Recognize the concept of logical fallacy and correctly identify logical fallacies in discussion, speeches, essays and the mass media, and demonstrate the ability to avoid such arguments in oral and/or written composition.
- I. Demonstrate the use of outlining to construct clear, organized and complete cases, and to further develop such cases into essay form.
- J. Outline refutation and rebuttal techniques and employ such techniques in the oral and/or written attack and defense of argument.
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- K. Recognize the above consideration (2-10) in their application to various contexts of argumentation (such a legal, legislative, academic, etc.) and various forms of speaking and/or writing.
- L. Participate in in-class or online discussion and debate emphasizing the employment of argumentation principles.
- M. Complete written and experiential exercises designed to develop, demonstrate and assess student skills of argumentation.
- N. Recognize the relationship between critical thinking, especially the construction of logically sound syllogisms, and intercultural concepts. Understand that the valid, but untrue, categorical syllogism is the root of false stereotypes and racism.
- O. Recognize and appreciate the differences in cognitive styles among different cultures.

## **Topics and Scope:**

- A. Philosophy of Argumentation
  - 1. Argumentation and critical thinking.
  - 2. Argumentation and epistemology.
  - 3. Argumentation and political culture.
  - 4. The roles and responsibilities of arguers.
- B. Analysis in oral and written argumentation.
  - 1. Concept of analysis of controversy.
  - 2. Types of propositions and their effective construction, including examination of sentence structure, and formulation and placement of the main proposition (thesis) and supportive statements.
  - 3. Language in argument and composition, including discussion of functions of language: expressive, directive, interrogative; figurative language in argument.
  - 4. Definition in analysis.
  - 5. Breaking down a controversy into issues, evaluating issues by relevance and importance and the application of analytical formulas in such contexts as the essay.
  - 6. The principles of outlining and case construction with special focus on the essay form.
- C. Evidence in oral and written argumentation
  - 1. Types of evidence.
  - 2. Sources of evidence.
  - 3. Research principles and basic reference sources.
  - 4. Application of standards and tests to evaluate evidence used in

- oral and written composition.
- D. Reasoning in oral and written argumentation
  - 1. Nature of reasoning.
  - 2. Inductive types of reasoning with emphasis on such composition issues as the effective use of examples.
  - 3. Deductive types of reasoning.
  - 4. Models of reasoning (e.g. Toulmin Model, Syllogism, etc.).
  - 5. Standards for evaluating reasoning.
- E. Logical Fallacies in oral and written argumentation
  - 1. The concept of informal logical fallacies and propaganda devices.
  - 2. The categories and specific types of fallacies.
  - 3. The application of knowledge of fallacies to settings (political, financial, academic, etc.) with special attention to the mass media.
  - 4. Making one's own speaking/writing "fallacy free".
- F. Refutation and rebuttal in oral and/or written argumentation
  - 1. Application of knowledge of analysis, evidence, reasoning, and logical fallacies to attack and defense.
  - 2. Special techniques in attack and defense.
  - 3. Attack and defense in essay form.
- G. Stylistics in oral and/or written argumentation.
  - 1. The integration of interest values, clarity, retention values, persuasive appeal and logical cogency into effective composition.
  - 2. Special emphasis on essay form.
- H. Argumentation settings
  - 1. In interpersonal, small-group, organizational, public, and mass-media settings.
  - 2. In societal contexts such as law, legislative deliberation, academic debate, political campaigns, etc.
  - 3. Adapting strategies for effective oral and/or written argumentation to various settings.
- I. Sequence
  - 1 week Introduction
  - 1 week Philosophy of Argumentation
  - 1 week Analysis
  - 1 week Research
  - 1 week Evidence
  - 2 weeks Reasoning
  - 1 week Logical Fallacies
  - 1 week Speech of Analysis
  - 1 week Refutation and Rebuttal
  - 2 weeks Speech of Advocacy
  - 1 week Psychological Aspects

### **Assignment:**

- 1. Experiential exercises, such as debates, simulations, etc.
- 2. Extensive sequential writing assignments on opposing viewpoints and important issues; writing and rewriting of compositions, with a minimum of 6,000 words of edited composition, excluding unedited writing and preliminary drafts; all writing shall be at the level of a second-semester college composition course.
- 3. Written analysis emphasizing analysis and evaluation of arguments

- from a critical viewpoint.
4. Essay-type midterm examination based on lecture and reading.
  5. Essay-type final examination based on lecture and reading.
  6. Participation in simulated or actual debates in various media and arenas, including internet, letters to the editor, local government meetings, state government meetings, or federal government hearings.

### 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.

Written homework, Reading reports, Essay exams, Term papers, Outlines for speeches

Writing  
40 - 60%

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

Homework problems, Exams, Demonstrations

Problem solving  
10 - 20%

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

Class performances, Performance exams

Skill Demonstrations  
20 - 30%

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

Multiple choice, True/false, Matching items, Completion

Exams  
5 - 10%

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

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Freeley and Steinberg, ARGUMENTATION AND DEBATE, 10th ed., Wadsworth, Belmont, CA, c. 1999

Rottenberg, ELEMENTS OF ARGUMENT, 5th ed., Bedford Books, Boston, MA, c. 1997

Barnet and Bedeau, CRITICAL THINKING, READING, AND WRITING, 3rd ed., Bedford/St. Martins, Boston, MA, c. 1999