



COURSE OUTLINE : SPCH 104

D Credit – Degree Applicable

COURSE ID 003224

Cyclical Review: December 2016

Revision: October 2021

COURSE DISCIPLINE : SPCH

COURSE NUMBER : 104

COURSE TITLE (FULL) : Argumentation And Debate

COURSE TITLE (SHORT) : Argumentation Debate

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : COMM 120 – Argumentation or Argumentation and Debate

CATALOG DESCRIPTION

SPCH 104 is designed to provide students with an understanding of the factors affecting basic argumentation and debate on a day-to-day basis and to provide laboratory experiences aimed at developing skills in such areas as language, listening, assertiveness, conflict resolution, non-verbal behaviors, group problem solving, and cross cultural communication. The instructional approach is deductive-inductive-deductive, involving lecture/ discussions, formal, in-class debates and critical analysis of contemporary issues.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	No
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	No
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	No
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	No
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	No
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	No
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	No
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	No
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	No
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	No
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	No
12	ESL	151	Reading and Composition V	summarize readings;	No
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	No



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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	No
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	No
16	ESL	151	Reading and Composition V	employ basic library research techniques;	No
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	No

EXIT STANDARDS

- 1 define and explain argumentation and debate in their various forms;
- 2 analyze and argue both inductively and deductively;
- 3 effectively evaluate written and oral arguments;
- 4 create valid and well-supported affirmative and negative arguments;
- 5 identify correct and fallacious reasoning;
- 6 engage in cooperative group thinking for problem solving;
- 7 participate in various debate formats;
- 8 demonstrate understanding of how critical thinking pervades all aspects of our lives;
- 9 recognize and identify underlying values and assumptions in arguments;
- 10 explain and exhibit ethical argumentation.

STUDENT LEARNING OUTCOMES

- 1 research and employ evidence so as to logically construct sound oral and written arguments
- 2 engage in critical evaluation of fact, value and/or policy propositions
- 3 exhibit ethical argumentation in various debate formats

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Argumentation as a Human Symbolic Activity <ul style="list-style-type: none"> • Senses of the Term Argument • Argumentation and Individual Decision Making • Argumentation and Democratic Decision Making • Argumentation and Values • Ethics and Argumentation 	3	0	3



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2	The Foundations of Argument • The Narrative Paradigm • The Limits of Argument • The Study of Argumentation	3	0	3
3	Audiences and Fields of Argument • Knowing Your Audience • Assessing Your Audience • People Evaluate Arguments Differently • The Principle of Presence • Argument Fields	3	0	3
4	The Language of Argument • Understanding Language • Language and Good Stories • Metaphor	3	0	3
5	Argumentation and Critical Thinking • Propositions • Types of Propositions • The Techniques for Analyzing Propositions	3	0	3
6	Types of Arguments • Inductive Arguments • Deductive Arguments • The Deductive Syllogism • The Toulmin Model	3	0	3
7	The Grounds for Arguments • Premises • Examples • Statistics • Testimony	3	0	3
8	Building Arguments • Defining Research • Planning the Research Process • Sources of Information • How to Record the Evidence • What to Look for When Researching • Organizing Your Advocacy	3	0	3
9	Refuting Argument • The Refutation Process Defined • Forced Listening (Step One) • Critically Evaluating Arguments (Step Two) • Formulating a Response (Step Three) • Presenting Your Response (Step Four)	3	0	3
10	Visual Argument • Physical Images • The Power of Images • Tests of Visual Arguments	3	0	3



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11	<p>Academic Debate: Overview</p> <ul style="list-style-type: none"> • The Debate Orientation • The Resolution • Three Types of Academic Debating • Format • The Nature of Debate Arguments • Flow Sheeting as Systematic Note Taking 	6	0	6
12	<p>Academic Debate: Additional Insights</p> <ul style="list-style-type: none"> • The Resolution • Hasty Generalization • Plans and Counterplans • Thinking Strategically • Specialized Debate Formats 	6	0	6
13	<p>Argumentation in Politics: Campaigns and Debates</p> <ul style="list-style-type: none"> • Issues and Voters • Voter Attitudes • Campaigns and Stories • The Structure and Form of Campaign Arguments • Political Debates 	3	0	3
14	<p>Argumentation and the Law</p> <ul style="list-style-type: none"> • The US Judicial System • The Assumptions of the System • The Attorney - Client Relationship • The Role of Attorneys in Pretrial Phases • The Role of Attorneys in the Trial 	3	0	3
15	<p>Argumentation in Business and Organizations</p> <ul style="list-style-type: none"> • Competing Interests in Organizations • Preparing Arguments to Meet Objectives • Shaping the Message: Devising Strategies • The Oral Presentation • Encountering Resistance • Follow – Up Activities 	3	0	3
16	<p>Building Arguments</p> <ul style="list-style-type: none"> • Arguing and Conflict Mediation Strategies • A Conversational Theory of Management • Strategic Dimensions of Conversational Argument • Argumentation and Self – Esteem • The Importance of Empathic Listening 	3	0	3
				54



OUT OF CLASS ASSIGNMENTS

- 1 essays of analysis, evaluation, argumentation;
- 2 reading assignments from textbooks and/or journal articles;
- 3 quizzes;
- 4 journaling (e.g. identify the most commonly used argumentation style and analyze whether adapting a different style would be beneficial);
- 5 preparation for oral presentations and group projects.

METHODS OF EVALUATION

- 1 discussions of text material, current issues and debate topics;
- 2 group and individual oral debates;
- 3 debate briefs;
- 4 essays evaluating debates;
- 5 quizzes and tests;
- 6 final exam.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Arguments and Arguing: The Products and Process of Human Decision Making	Required	Long Grove: Waveland	3		Baaske, Kevin T.	978-1478629290	2016