



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Communication Studies 120

Descriptive Title: Argumentation and Debate

Course Disciplines: Communication Studies(Speech Communications)

Division: Fine Arts

Catalog Description: This course introduces students to the construction of arguments for debates and other speech presentations. Emphasis is placed on analyzing claims, developing arguments that support and refute propositions, and effective delivery. Identification of types of argument and fallacies of reasoning are explored. Controversial issues are discussed, researched, and debated.

Conditions of Enrollment: Prerequisite
eligibility for English 1A

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to 7/1992
Transfer UC: ☒ Effective Date: Prior to 7/1992

General Education:

El Camino College: 4B – Language and Rationality – Communication and Analytical Thinking
Term: Other: Approved

CSU GE: A1 - Oral Communication
Term: Other: Approved
A3 - Critical Thinking
Term: Other: Approved

IGETC: 1C - Oral Communication
Term: Other: Approved

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of the course, students will be able to understand and identify fundamental concepts of communication theories that govern argumentation and debate.
2. Upon completion of the course, students should be able to demonstrate basic ability to argue logically using sound reasoning and credible evidence that support and defend claims.
3. Upon completion of the course, students should be able to exhibit basic competency in both verbal and non-verbal delivery skills.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Research, formulate, and defend arguments.
Written homework
2. Demonstrate effective delivery of arguments.
Class Performance
3. Identify methods for testing arguments.
Objective Exams
4. Differentiate types of inductive arguments.
Objective Exams
5. Identify and evaluate the use of fallacies in argument.
Objective Exams
6. Construct fact, value, and policy debate cases.
Class Performance
7. Analyze and refute opposition arguments.
Class Performance
8. Demonstrate Parliamentary debate skills on propositions of fact or value.
Class Performance
9. Demonstrate Parliamentary debate skills on propositions of policy.
Class Performance
10. Analyze and evaluate debates.
Written homework

11. Differentiate between CEDA (Cross Examination Debate Association), Parliamentary, Lincoln/Douglas debate formats, and the rules associated with each.

Objective Exams

12. Define and employ key vocabulary including, but not limited to:

- Prima Facie
- Burden of Proof
- Presumption
- Toulmin Model
- Argumentation
- Rhetoric
- Clash
- Stock Issues
- Claims of Fact, Value, Policy
- Ethos, Pathos, Logos

Objective Exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	History of argumentation A. Introduction to classical rhetoric B. Contemporary definitions of argumentation
Lecture	3	II	Toulmin Model & Inductive Arguments A. Components of inductive arguments B. Testing inductive arguments
Lecture	3	III	Overview of debate formats & Research Methods A. Explanation of brief format and case template B. Explanation of debate rules and speaker responsibilities
Lecture	3	IV	Fallacies A. Definitions of fallacies of inductive reasoning B. Identification of fallacies of inductive reasoning
Lecture	6	V	Preparation and Presentation of Advocacy speeches A. Definition of Advocacy speech B. Organization C. Delivery
Lecture	3	VI	Arguing propositions of fact and value A. Identification of proposition types B. Stock issues for fact and value propositions C. Delivery methods for academic debates
Lecture	9	VII	Team debates on propositions of fact and value A. Two person team debates using fact/value stock issues B. Critiques of debates
Lecture	3	VIII	Debating propositions of policy A. Policy stock issues B. Analysis of policy propositions
Lecture	12	IX	Team debates on propositions of policy

			A. Two person team debates using policy stock issues B. Stock issues for policy propositions
Lecture	3	X	Debating Metaphors A. Analysis of metaphorical propositions B. Two person team debates using metaphorical propositions
Lecture	6	XI	Different contest debate formats and rules A. Lincoln-Douglas Debate B. NDT Debate C. CEDA Debate D. Parliamentary Debate
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Work with a partner to prepare and present your side of a debate proposition. You are expected to analyze stock issues to establish your burdens in the debate, research evidence that supports your position, present and defend your side, and clash with counter-arguments presented by your opponents.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Analyze, research, and construct a case supporting or opposing the banning of third trimester abortions. Present that case and defend it orally against counter-arguments from classmates.
2. Research contemporary media for arguments containing fallacies. Write a 1-2 page paper describing the fallacies committed and the logical arguments against them.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Other exams

Quizzes

Class Performance

Multiple Choice

True/False

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Lecture
Other (please specify)
Critiques

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Freeley. Argumentation and Debate. 12th ed. Cengage Learning, 2008.
Crossman. Burden of Proof: An Introduction to Argumentation and Guide to Parliamentary Debate. 3rd ed. Cengage, 2005.
Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Non-Course Prerequisite	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis. If students are eligible for English 1A they are likely to succeed in this course.

B. Requisite Skills

Requisite Skills
Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

ESL 52B - Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.
Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ESL 53C - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice. ESL 53C - Plan, write, and revise 500-word multi-paragraph expository essays that include both an introduction and conclusion, and which exhibit coherence and unity; avoid major grammatical and mechanical errors that interfere with meaning; and demonstrate awareness of cultural context, audience, purpose, and language choice. ENGL A - Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice. ENGL A - Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list. ESL 53C - Apply MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Nathan Lilienthal on 05/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Jason Davidson on 11/02/2016