

San Bernardino Valley College  
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#### I. CATALOG DESCRIPTION

Department	Speech
Course Number	Speech 125
Course Title	Critical Thinking Through Argumentation and Debate
Units	3
Lecture	3

#### Course Description for Catalog:

**Speech 125** **3 units**

**Critical Thinking Through Argumentation and Debate**

**Department Advisory: Speech 100 or Speech 111**

**Lecture** **3 hours per week**

Designed to provide an oral approach to critical thinking skills. Language, argument structure, types of reasoning, evaluation of evidence, fallacies in reasoning, and case development strategies are explored. Individual and group debating experiences are included.

*Transfers to CSU System*

*Proposed for CAN Articulation (CAN SPCH 6)*

*Transfers to UC System*

*Associate Degree Applicable*

#### Course Description for Schedule:

**Speech 125 Critical Thinking Through Argumentation & Debate** **3 units**

**Department Advisory: Speech 100 or Speech 111**

Exploration of critical thinking through argumentation and debate. Includes construction of oral and written arguments and evaluation of research and evidence.

*Transfers to CSU System*

*Proposed for CAN Articulation (CAN SPCH 6)*

*Transfers to UC System*

*Associate Degree Applicable*

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One.

#### III. EXPECTED OUTCOMES FOR STUDENTS:

- A. Define argumentation terms and concepts
- B. Distinguish between facts and opinions
- C. Evaluate the credibility of arguments and non-arguments
- D. Construct reasonable arguments
- E. Locate, read, and critically evaluate research (from traditional and electronic sources)
- F. Identify and develop proper reasoning and evidence to support arguments
- G. Analyze the challenges faced when addressing diverse audiences
- H. Formulate and express arguments in written and oral forms
- I. Refute arguments in written and oral forms
- J. Participate in individual and group debates
- K. Compare and contrast the differences between ethical and non-ethical communication
- L. Distinguish between effective and ineffective language usage

#### IV. CONTENT:

- A. Critical Thinking
  1. Debate
  2. Individual decisions
  3. Group discussion

4. Persuasion
5. Propaganda
6. Coercion
- B. Applied and Academic Debate
  1. Applied debate
  2. Academic debate
  3. Ethical standards for debate
- C. Stating the Controversy
  1. Defining the controversy
  2. Phrasing the debate proposition
  3. Presumption and the burden of proof
  4. Types of debate propositions
- D. Analyzing the Controversy
  1. The importance of defining terms
  2. Methods of defining terms
- E. Exploring the Controversy
  1. Brainstorming for ideas
  2. Sources of material
  3. Reading with a purpose
  4. Reading critically
  5. Recording materials
  6. Organizing materials
- F. Evidence
  1. Sources of evidence
  2. Types of evidence
  3. The probative force of evidence
- G. Tests of Evidence
  1. Use of tests of evidence
  2. Tests of credible evidence
  3. Tests of audience acceptability
- H. The Structure of Reasoning
  1. The classical structures
  2. The elements of any argument
  3. Extending the elements of an argument
- I. Types of Reasoning
  1. The degree of cogency
  2. Tests of reasoning and their uses
  3. General tests of reasoning
  4. Types of reasoning and tests for each type
- J. Obstacles to Clear Thinking
  1. Fallacies of evidence
  2. Fallacies of reasoning
  3. Fallacies of language
  4. Fallacies of pseudoarguments
- K. Requirements of the Case
  1. The first requirement--Present a Prima Facie Case
  2. Value and policy
  3. Requirements for a value case
  4. Requirements for a policy case
  5. Requirements common to both value and policy
  6. Propositions
- L. Building the Affirmative Case
  1. Objectives of the affirmative case
  2. Proposition of value affirmative cases
  3. Proposition of policy affirmative cases
  4. Building for optimum capability

- M. Building the Negative Case
  1. Objectives of the negative case
  2. Proposition of value negative cases
  3. Proposition of policy negative cases
- N. Refutation
  1. Shifting the burden of rebuttal
  2. Purpose and place of refutation
  3. Preparation for refutation
  4. Arranging material for refutation
  5. Selection of evidence and reasoning
  6. Structure of Refutation
  7. Methods of Refutation
- O. Presenting the Case: Composition
  1. Analysis of the audience
  2. Written and oral styles
  3. A philosophy of style
  4. Factors of style in speech composition
  5. Rhetorical factors in speech composition
- P. Presenting the Case: Delivery
  1. Methods of delivery
  2. Steps to good delivery
  3. Nonverbal communication
- Q. Evaluating the Debate
  1. Functions of the judge
  2. Judging philosophies
  3. Functions of the ballot
  4. Special ballots for special purposes
- R. Modern Procedures: Academic Debate Formats
  1. Formats of debate
  2. The audience
  3. Adapting the debate to communications media
- S. Parliamentary Debate
  1. Sources of parliamentary debate rules
  2. Order of business
  3. Presenting motions
  4. Precedence motions
  5. Purposes of motions
  6. Unanimous consent

**V. METHODS OF INSTRUCTION:**

- A. Lecture
- B. Read text and other sources
- C. Class and Group Discussion
- D. Critical Evaluation of Videotapes
- E. Written Assignments
- F. Class Presentations

**VI. TYPICAL ASSIGNMENTS:**

- A. Read text and other sources:
  1. Read the chapter on refutation in your text.
- B. Class and Group Discussion
  1. Class Discussion: What are the questions you should consider when assessing an argumentative situation?
  2. Group Discussion: After reading the McCormick and Webb Mock Trial case study, answer the following questions:
    - a. What are the issues at the heart of the argument?

- b. Evaluate the arguments of both sides. Which side has the more compelling case?
    - c. What evidence would make the arguments more valid?
- C. Critical Evaluation of Videotapes
  - 1. After watching the first Bush-Clinton-Perot debate of 1992, prepare a 4-6 page, typed paper answering the following questions. For each question, be sure to justify your answer
    - a. Who made the best opening statement?
    - b. Who won the character issue?
    - c. Who won the converting the economy issue?
    - d. Who won the drugs and crime issue?
    - e. Who won the racial division issue?
    - f. Who won the AIDS issue?
    - g. Who won the Medicare issue?
    - h. Who won the income and taxes issue?
    - i. Who won the family values issue?
    - j. Who made the best closing statement?
    - k. On the basis of your viewing, who did the best debating?
- D. Written Assignments
  - 1. Prepare a written refutation of an editorial appearing in a recent issue of a daily newspaper. Be sure to submit the editorial with your refutation.
  - 2. Select a major argument from one of the debates in the appendixes of your text. Lay out the argument according to Toulmin's six elements. Be sure to address the following questions:
    - a. Does the warrant justify the movement from grounds to claim?
    - b. Has the speaker established the modality of the claim accurately?
    - c. Has sufficient backing been provided when needed?
    - d. Have possible rebuttals been considered?
  - 3. Write a short paper in which you list recent examples of the following:
    - a. an individual decision, apparently made after debate, on an important public matter
    - b. a group discussion in which a decision of public importance was made
    - c. a persuasive speech by a national figure on a matter of public importance
    - d. a current propaganda campaign on a matter of national importance
    - e. the exercise of coercion to enforce a decision on a matter of public importance.
- D. Class Presentations
  - 1. Pair up with another student in class and select a proposition of value or policy. One student, acting as the affirmative speaker, will present a three-minute speech to
    - a) state the proposition
    - b) define the terms
    - c) state the issues
 The other student, acting as a negative speaker, will
    - a) accept the definitions or offer superior ones
    - b) accept the statement of issues, revise the issues if advisable, or offer additional issues if advisable
  - 2. Prepare a three-minute speech for presentation in class in which you develop an argument supported by evidence. In your speech, deliberately include some carefully concealed unsound evidence. Other members of the class will be invited to apply the tests of evidence to see if they can discover the invalid evidence. Prepare an outline of your speech in which you indicate the types of evidence used and the invalid evidence and give to your instructor.
  - 3. Prepare a five-minute speech in which you support or oppose a proposition of policy or value as determined by your instructor. Make sure there are no

fallacies in your speech. As soon as you have presented your speech to the class, your instructor will pick another member of the class to deliver a five-minute refutation of your arguments, exposing any fallacies he or she may have discovered.

4. Prepare the full manuscript for a first affirmative speech on a policy proposition. Include all of the evidence and reasoning necessary to establish a prima facie case. Present your manuscript orally to the class and, afterward, present each audience member with a photocopy of your manuscript. Conduct a class discussion addressing the following issues:
  - a. Is the case significant?
  - b. Is inherency clearly established?
  - c. Is solvency provided?
  - d. Are the advantages inherent and significant?

## VII. EVALUATION:

- A. Methods of Evaluation
  1. Objective and subjective examinations (for lecture and reading assignments). Typical questions include:
    - a. The most likely place to find values in an argument is the
      1. grounds
      2. warrant
      3. support for warrant
      4. qualifier
    - b. Discuss the various considerations in choice of style in argumentation.
  2. Subjective evaluation of student writing. Students are evaluated on their ability to apply course concepts to what they read or experience.
  3. Subjective evaluation of student presentations and debates. Students are graded on their ability to present clear, well-reasoned arguments supported by evidence and their ability to logically refute the arguments of their peers.
- B. Frequency of Evaluation
  1. One midterm examination
  2. One final examination
  3. A minimum of four written assignments
  4. A minimum of four oral presentations

## VIII. TYPICAL TEXTS:

- A. Freeley, Austin J. Argumentation and debate: Critical thinking for reasoned decision making (9<sup>th</sup>). Belmont, CA: Wadsworth Publishing Company, 1997.
- B. Ziegelmüller, George W. and Kay, Jack. Argumentation through inquiry and advocacy (3<sup>rd</sup> edition). Boston, MA: Allyn & Bacon, 1997.
- C. Hill, Bill and Leeman, Richard W. The art and practice of argumentation and debate. Mountain View, CA: Mayfield Publishers, 1997.
- D. Hollihan, Thomas A. and Baaske, Kevin T. Arguments and arguing: The products and process of human decision making. New York, NY: St. Martin's Press, 1998.

## IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

None.

**CONTENT REVIEW FORM - STEP 3**  
**ADVISORY COURSE**

**TARGET COURSE:** Speech 125 - Critical Thinking Through Argumentation

**ADVISORY COURSE:** Speech 100 - Public Speaking

<b>Exit Skills Needed in Advisory Course</b>	<b>Entry Skills Needed for Success in Target Course</b>	<b>Degree of Importance</b>
1. Read and discuss public communication and speech construction theory	x	1
2. Evaluate their own public speaking abilities	x	2
3. Locate, read, and critically evaluate research to be used in the construction and support of arguments and main points	x	1
4. Provide constructive feedback to peers	x	2
5. Recognize and adapt to the challenges faced when speaking to diverse audiences	x	1
6. Recognize and use effective principles of effective speech delivery	x	1
7. Conduct an audience analysis	x	2
8. Construct and present different types of speeches	x	1

**CONTENT REVIEW FORM - STEP 3**  
**ADVISORY COURSE**

**TARGET COURSE:** Speech 125 - Critical Thinking Through Argumentation

**ADVISORY COURSE:** Speech 111 - Interpersonal Communication

<b><u>Exit Skills Needed in Advisory Course</u></b>	<b><u>Entry Skills Needed for Success in Target Course</u></b>	<b><u>Degree of Importance</u></b>
1. Read and discuss theory and research on interpersonal communication	x	1
2. Evaluate the effectiveness of their own communication skills	x	2
3. Apply effective communication skills in specific situations	x	1
4. Recognize the influence of personal variables (self-concept, perception, emotions) on their communication behavior	x	2
5. Compare and contrast effective vs. ineffective conflict management principles	x	1
6. Compare and contrast supportive vs. defensive communication climates and styles	x	3
7. Recognize the influence of culture and gender on their interpersonal communication patterns	x	3