I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

SPCOM-104 Argumentation 3 Units

Prerequisite: Satisfactory completion of ENGL 101.

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. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - A3
IGETC Category: IGETC - 1B

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Philosophy of Argumentation (oral and written)
      i. Argumentation and critical thinking
      ii. Argumentation and epistemology
      iii. Argumentation in political culture
      iv. The roles and responsibilities of arguers (argumentation "burdens")

   b. Analysis in oral and written argumentation
      i. Concept of analysis of controversy
      ii. Types of propositions and their effective construction, including examination of sentence structure, and formulation and placement of the main proposition (thesis) and supportive statements
      iii. Language in argument and composition, including discussion of functions of language: expressive, directive, interrogative; figurative language in argument
      iv. Definition in analysis
      v. Breaking down a controversy into issues, evaluating issues by relevance and importance and the application of analytical formulas in such contexts as the essay
      vi. The principles of outlining and case construction with special focus on essay form, including such issues as essay coherence and organization
c. Evidence in oral and written argumentation
   i. Types of evidence
   ii. Sources of evidence (general)
   iii. Research principles and basic reference source
   iv. Application of standards and tests to evaluate evidence used in oral and written composition

d. Reasoning in oral and written argumentation
   i. Inductive types of reasoning with emphasis on such composition issues as the effective use of examples
   ii. Deductive types of reasoning
   iii. Models of reasoning (e.g., Toulmin model, Syllogism, etc.)
   iv. Standards for evaluating reasoning

e. Logical Fallacies in oral and written argumentation
   i. The concept of informal logical fallacy and propaganda device
   ii. The categories and specific types of fallacy
   iii. The application of knowledge of fallacies to settings, political, financial, academic etc., with special attention to the mass media
   iv. Making one's own speaking/writing "fallacy free."

f. Refutation and Rebuttal Techniques in oral and written argumentation
   i. Application of knowledge of analysis, evidence, reasoning and logical fallacies to attack and defense
   ii. Special techniques in attack and defense
   iii. Attack and defense in essay form

g. Stylistics in oral and written argumentation
   i. The integration of interest values, clarity, retention values, persuasive appeal and logical cogency into effective composition
   ii. Special emphasis on essay form

h. Argumentation Settings
   i. In interpersonal, small group, organizational, public, and mass media settings
   ii. In societal contexts such as law, legislative deliberation, academic debate, political campaigns, etc.
   iii. Adapting strategies for effective oral and written argumentation to various settings
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 101.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Distinguishing subordinate or supporting ideas and information from main ideas and distinguishing between their own thoughts and opinions and those of the writer.

   b. Identifying unstated assumptions made by the writer and noting assertions of fact for which the critical reader might ask documentation.

   c. Develop main points or select examples and details which are relevant to and appropriate for the established thesis or theme of the composition.

   d. Address situations in writing that call for research and citing of sources of information and expert judgment.

   e. Use research methods responsibly and legitimately, using reference sources to support independently formed judgments, citing sources according to current MLA conventions, and clearly distinguishing between the language of the source and the language of the student-writer.

   f. (For exposition and argument) express the thesis or proposition of the composition in a clear sentence, elaborating (e.g., defining of terms, limiting scope, and qualifying) as necessary to make a responsible assertion.

   g. Maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses).

C. **HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Lecture

   2. Discussion

   3. Experiential exercises such as debate, simulations, etc.

   4. Extensive sequential writing assignments on opposing view-points and important issues; writing and rewriting of compositions, with a minimum of 6,000 words of edited composition, excluding journal or other unedited writing and preliminary drafts; all writing shall be at the level of a second semester college composition course

   5. Outside reading assignments
E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   a. Weekly written assignments to demonstrate mastery of various critical thinking/argumentation skills: research, analysis, synthesis, and effective oral and written expression
   
   b. Weekly written assignments focused on critique of argumentation and persuasion in the mass media.
   
   c. Research based compositions, several per term.
   
   d. Daily reading of text and other materials.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   a. Identify fifteen different logical fallacies from mass media sources. Cite sources in MLA style.
   
   b. Write stock issues cases to justify propositions of fact, value, and policy.
   
   c. Assess evidence examples given in class for their logical quality according to appropriate standards.
   
   d. Determine your position on an issue assigned in class and prepare to argue your point of view and refute the arguments of others on the same issue.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   Use rational, reflective thinking as a basis for effective reading, listening, speaking and writing.

B. **STUDENT LEARNING GOALS**
   
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Write frequently (a minimum of 6,000 words of edited composition), including a sequence of 6 to 8 substantial essays on issues that require reasoned defense, each subsequent writing assignment adding to the students ability to write and reason in a more advanced way (including, but not limited to, structure and style).
b. Identify the basic logical precepts and traditions of argumentation in the Western rhetorical tradition.

c. Identify the various types of propositions, remember the guidelines for clear and effective propositions and apply such in discussion and oral and written composition assignments.

d. 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.

e. 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 written composition assignments.

f. Describe the concept of reasoning, types of reasoning, the analysis and evaluation of reasoning and apply such concepts in discussion and oral and written composition assignments.

g. Specify analytical formulas for the discovery of issues in a controversy, identify the delineation of issues in a controversy by relevance and importance, and apply such knowledge in discussion and oral and written composition assignments.

h. Correctly identify logical fallacies in discussion, speeches, essays and the mass media, and demonstrate the ability to avoid such arguments in oral and written composition.

i. Demonstrate the use of outlining to construct clear, organized and complete cases, and to transform such cases into essay form.

j. Outline refutation and rebuttal techniques and employ such techniques in the oral and written attack and defense of argument.

k. Use the above considerations (B-J) for analysis of various types of argumentation (legal, legislative, academic, etc.) and various forms of speaking and writing.

l. Participate in class discussion and debate emphasizing the employment of argumentation principles.

m. Complete written and experimental exercises designed to demonstrate and assess student skills of argumentation.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class discussion and exercises

2. Mid-term examination

3. Written assignments

4. Written compositions

B. SUMMATIVE ASSESSMENT

1. Written examinations.