I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**SPCOM-107 Introduction to Debate** 3 Units

Argumentation principles and the debate format. Emphasis on case construction, methods of attack and defense, communication strategies, and various forms of debate. Field trips might be required. Course is applicable to the associate degree. General Education: CSU-GE - A3

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. Orientation to debate

      1. Some history of debate
      2. The functions of debate in society
      3. Benefits of studying debate
      4. Formats, settings, and styles of debate
      5. Argumentation burdens

   B. Process of Analysis

      1. The nature of propositions
      2. Analysis to discover and classify issues
      3. Systems of analysis

   C. Research and Evidence in Debate

      1. Discovery of evidence sources
      2. Recording and rearranging evidence
      3. Using evidence effectively
      4. Standards for evaluating evidence

   D. Reasoning in Debate

      1. Types of reasoning
      2. Models of reasoning
      3. Standards for evaluation of reasoning
      4. Logical fallacies

   E. Affirmative and Negative Strategies

      1. In cross-examination
2. In case and block construction
3. In specific affirmative and negative speeches
4. In topicality and definition disputes

F. Refutation and Rebuttal

1. Strategies and special methods
2. Affirmation considerations
3. Negative considerations

G. Judging Debates

1. Judging models
2. Problems and strategies in judging

H. Ethics in Debates

1. Ethical considerations of means
2. Ethical considerations of ends
3. Ethical considerations in various contexts

B. HOURS AND UNITS

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<th>INST METHOD</th>
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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture/discussion
2. Live demonstrations, videotape, and DVDs
3. Examinations
4. Performance of student
5. Instructor critiques
6. Decisions and critiques of student judges

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

- Study for 8-12 exams on lecture and text material per term.
- Reasearch the Affirmative and Negative sides on a policy debate topic for the final debate.
- Construct an Affirmative case and Negative briefs for the policy debate.
- Research current events for use in 2 possible parliamentary debates per term.
2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

Research and construct an Affirmative case and 3 Negative briefs for the resolution: The United States Federal Government should substantially reduce its agricultural support for biofuels, corn, cotton, soybeans, and/or sugar.

Identify and explain the type of grounds used in the following argument: Brian insists that fall is coming because the leaves are turning brown and falling from the tree.

Identify and explain the fallacy in each of the following arguments: Barbara says, "You need to go see this movie. It's breaking every box office record for the most seen movie."

In the next 15 minutes prepare the Affirmative side to the claim that the United States should heal the wound.

E. **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:

Demonstrate increased critical thinking skills in order to construct logical arguments and responses to arguments. The student will be able to successfully adapt argumentation strategies to judging paradigms in the various styles of debate.

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. Identify basic principles of argumentation, including:

b. Research

c. Formulation of propositions

d. Analysis

e. Evidence

f. Reasoning

g. Refutation and rebuttal techniques

h. Communication theory as it relates to argumentation

i. Distinguish principles and practices more specific to debate, including:

j. Debate formats
k. Typical rules and practices
l. Case and brief construction
m. Cross examination/preparation time management
n. Debate evidence file construction
o. Strategy and gamesmanship
p. Ethical considerations
q. Participate in in-class, public or formal intercollegiate debate with skill and comprehension.
r. Analyze a debate topic and quickly and efficiently research it.
s. Prepare debate cases briefs necessary for successful debate.
t. Demonstrate skills necessary for immediate response to opponents in debate situations.
u. Demonstrate critical thinking skills necessary in our multi-cultural society.
v. Participate in intercollegiate debate at instructor’s option.
w. Apply frequent evaluation and criticism of coursework in debate.
x. Participate in practice debates and other simulations.
y. Participate in non-intercollegiate on-campus and community debates.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Examinations over lecture and text material
   2. Faculty and student evaluation in class
   3. Student Performance
   4. Student self evaluation

B. SUMMATIVE ASSESSMENT
   1. Examinations over lecture and text material
   2. Faculty and student evaluation in class
   3. Student Performance
   4. Student self evaluation