

# ***Communication Studies/40 Argumentation: Syllabus***

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**Course description:** This course introduces students to argumentation theory. Students develop skills in methods of research, organization and delivery of arguments. The primary emphasis is on developing logical and articulate arguments for claims. Critical listening and analytical thinking are developed through the application of argumentation theory to exemplary speeches, cases, debates and briefs.

If students lack substantial language competence, the instructor will suggest that the student enroll in the ***Oral Communication Speech Lab*** and then take the course following the regular semester.

Students will be dropped from the course if they have more than two absences; however, I will not formally file the paperwork to drop you. If you do not complete drop forms with A & R you will get an F in the course. Students will come to class on time. No student should ever enter the classroom while another student is speaking during an assignment. Turn cell phones off. All student written work will be typed and appropriately bound. Plagiarism will result in a failed semester grade. The letter grade “C” means “average”. If a student is by the end of the semester not deemed by the instructor to have basic competence in oral speech, s/he will not receive a “C” or better.

**Office hours: Posted to the left of T-314A each semester or by arrangement.**

**Text:** Shelton’s ARGUMENTATION 40 – Available at the SJCC Bookstore.

## **Course Content:**

### **I. Argumentation Theory based on assigned reading and lecture material.**

- A. Identifying and establishing claims:
  - 1. Issue identification
  - 2. Issue analysis
  - 3. Establishing proof
- B. The basic purposes:
  - 1. To advance claims
  - 2. To support claims with a reason
  - 3. To advance a particular claim with a reason
  - 4. To receive adherence to a claim
- C. The types of presentations:
  - 1. Argumentative speeches
  - 2. Student debates
  - 3. Claim and analysis briefs
  - 4. Narrative reports of cases
- D. Rhetorical devices:
  - 1. Logos (primary)
  - 2. Ethos
  - 3. Pathos
- E. Evidence
  - 1. Fact
  - 2. Logically supported opinion
- F. Fallacies
- G. Meaning:
  - 1. Denotative
  - 2. Connotative (euphemism)
- H. Building the case:
  - 1. Claim

2. Data
3. Warrant
- I. Establishing proof:
  1. Presumption
  2. Burden of proof
  3. The prima facie case
- II. Analysis of cases:**
  - A. Text and lecture modeling of claim analysis.
  - B. Student will write (1) pro/con claim mid-term and (1) narrative brief.
  - C. Prepare & participate in one argumentative discussion.
- III. Research, presentation and delivery of student products:**
  - A. Prepare and deliver a minimum of two argumentative speeches.
  - B. Research, prepare and present one debate.
  - C. The written assignments will reflect the results of scholarly research.
- IV. Critical Listening and Oral Evaluation**
  - A. Text and modeling of critical listening techniques
    1. Theory
    2. Demonstration through use of in-class video presentations
  - B. Students will apply critical listening techniques and critical evaluation criteria to speeches, cases and issues of others identified to generate student critical thinking and analysis skills in moot and real-life situations.
- V. Assignments:**
  - A. 10 written Lab Reports related to activities that are not course speaking assignments
    1. 2 labs may be acquired by prompt attendance.
    2. You may attend a public meeting for 1 lab, if you speak during the public comments section you may receive an additional one.
    3. The instructor may refer you to the Language Speech Lab.
    4. You may observe selected lab material in the library or Lab for Com 40.
    5. You may work on the Arts & Lecture Program if needed.
  - B. Assigned reading of textbook, cases and reports to be discussed in this class
  - C. One Pro/con claim mid-term
  - D. One narrative brief
  - E. Prepare & participate in one argumentative discussion
  - F. Prepare & deliver two argumentative speeches
  - G. Research, prepare and present one debate
- VI. Methods of Evaluation**
  - A. Final exam
  - B. Argumentative statements – (i.e. Opening and Closing statements in a court of law)
  - C. Legal briefs
  - D. Debate(s) using the Standard Collegiate Debate Format
  - E. Evaluation of outside speakers
- VII. Learning Outcomes:**
  - A. Apply principals and values to articulate reasoning.
  - B. Effectively research an idea (analysis), structure it for a situation (analysis) and deliver it to an audience (synthesis) with desired effect (critical thinking).
  - C. Write claim analysis briefs and narrative analysis reports.
  - D. Prepare and deliver argumentative speeches.
  - E. Research, prepare and present debates.
  - F. Write a complete outline for a speech.
  - G. Prepare a written brief for a debate reflecting the results of scholarly research.
  - H. Analyze complex issues.
  - I. Listen to and evaluate critically the cases and/or propositions of others (critical listening) by doing the following:
    1. Give immediate oral feedback to speeches by other students demonstrating comprehension of what was said.

2. Apply critical listening techniques and critical evaluation criteria to speeches, cases and real-life situations.

**VIII. Attendance:**

The college standard: Students who have absences from a class equaling the total number of meetings held in a single week may be disqualified from the class. This class meets twice a week. If you miss one or both of the classes allowed by the college, email the assignment and bring a hard copy when you return to class.

**IX. Withdrawal/Drop Policy:**

It is the ultimate responsibility of the student to formally drop a class. Students should not rely on the instructor to drop them for non-attendance. They may drop by telephone using the STAR system (408-223-0300) or by completing the proper forms in the Office of Admissions and Records. Dates to drop and receive a refund of fees OR to drop with a W are stated in the College Catalog.

**X. College Honesty Policy:**

Students are expected to write their own papers and not copy from another author (plagiarism). Consequences of such actions will result in course failure and reference to the Vice President for academic discipline.

**XI. Disabled Students Program and Services:**

The Disabled Students Program and Services (DSP&S) at Sa Jose City College is designed to help students with disabilities to achieve success by providing specialized assessment, instructional programs and support services. The DSP&S is located in the Student Center in room 106M

**XII. Student Disciplinary Procedures and Complaint/Grievance Policy:**

See p. G11 of the Schedule of Classes and p. 139 in the college catalog.