

COMM R107: ARGUMENTATION AND DEBATE

Originator

aedwards

Co-Contributor(s)
Name(s)

Fulkerson, Marcia (mfulkerson)

College

Oxnard College

Discipline (CB01A)

COMM - Communication Studies

Course Number (CB01B)

R107

Course Title (CB02)

Argumentation and Debate

Banner/Short Title

Argumentation and Debate

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course introduces argumentation methodology, communication theory, rhetorical theory, critical listening, and critical thinking. It will include training in persuasive analysis, cross-examination, and delivery. Emphasis will be placed on research, using evidence, and detecting fallacies. Practice debates on class-selected topics will take place throughout the course of the semester. C-ID: COMM 120.

Taxonomy of Programs (TOP) Code (CB03)

1506.00 - Speech Communication

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Students may attend live events to analyze communication encounters.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Demonstrate public speaking skills debating current political, economic, and social issues. |
| 2 | Employ research skills to prepare for a live debate. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Critically evaluate reasoning and evidence. |
| 2 | Develop an understanding of the reasoning process and skill in utilizing various methods of reasoning. |
| 3 | Analyze, advocate, and criticize ideas, especially through the process of debate. |
| 4 | Recognize fallacies of reasoning and argue ethically. |
| 5 | Develop research skills. |
| 6 | Foster the use of critical thinking skills in oral and written communication. |
| 7 | Employ effective critical listening and note-taking. |

Course Content

Lecture/Course Content

1. Methods of critical inquiry and reasoning
2. Advocacy and argumentation techniques
 - a. Toulmin Model
 - b. Fact

- c. Value
- d. Policy
- 3. Logical fallacies and ethical arguments
- 4. Research skills, analysis and evaluation of evidence and sources
- 5. Critical analysis of discourse
- 6. Oral and written arguments
 - a. Analysis
 - b. Presentation
 - c. Evaluation

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Computational homework
Essays
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Demonstrations
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor led in-class criticism and peer criticism of debates in written and oral formats to indicate areas of achievement and needs for improvement.
2. In-class teams debates where students prepare and present their arguments.
3. In-group interaction activities where students develop verbal and nonverbal communication skills.
4. In-class analysis of professional speakers in live or mediated formats.
5. Discussion, lecture, and media analysis of audiences.
6. In-class analysis of language to develop the necessary awareness of diversity and equality in rhetorical communication contexts.

7. Students will practice taking notes of classroom lectures and debates to develop critical listening and thinking skills.
8. Analysis by students of their own speaking experiences in written and oral formats.

Representative Course Assignments

Writing Assignments

1. Flow sheets from debates
2. Value affirmative cases
3. Debate outlines
4. Response papers addressing fact, value, and policy cases
5. Short answer and essay quizzes and/or exams.

Critical Thinking Assignments

1. Flow sheets from debates
2. Various debate outlines illustrating purpose, organization, and research techniques
3. Response papers addressing live and mediated debate presentations
4. Team debate presentations illustrating student understanding of rhetorical theory graded using a prepared rubric
5. Individual persuasive speech and outline graded using a prepared rubric
6. Viewing and evaluating public debates such as presidential debates or courtroom debates using a grading rubric

Reading Assignments

1. Selections in assigned text that directly relate to course objectives; topics include:
 - a. Speaking persuasively
 - b. Rebuttals
 - c. Evidence
 - d. Case building
 - e. Fact, value, policy
2. Current event postings such as:
 - a. Newspaper editorials
 - b. Courtroom reports
 - c. Political campaigns
3. Research materials from the library and the Internet
4. Published debates

Skills Demonstrations

1. Team debate presentations illustrating student understanding of rhetorical theory graded using a prepared rubric
2. Individual speeches and outlines graded using a prepared rubric

Other assignments (if applicable)

None

Outside Assignments

Representative Outside Assignments

1. Flow sheets from debates
2. Value affirmative cases
3. Debate outlines
4. Response papers addressing fact, value, and policy cases
5. Individual speeches and outlines graded using a prepared rubric
6. Short answer and essay quizzes and/or exams.
7. Viewing and evaluating public debates such as presidential debates or courtroom debates using a grading rubric

Articulation

C-ID Descriptor Number

COMM 120

Status

Approved

Comparable Courses within the VCCCD

COMM M07 - Argumentation and Debate

COMM V10 - Critical Thinking in Oral Communication: Argumentation and Debate

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Rybacki, K. Rybacki, D. (2011). *Advocacy and opposition: An introduction to argumentation* (7th). Allyn Bacon.

Resource Type

Other Resource Type

<p>Description Library and Internet sources about the art of debating.</p>
<p>Resource Type Textbook</p>
<p>Description Kubicka-Miller, J. (2016) Composing Arguments: An Argumentation and Debate Textbook for the Digital Age (3rd Edition).</p>

Library Resources

Assignments requiring library resources

Research for debate outlines and oral presentations

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Team debate projects and individual informative and persuasive speeches

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Hybrid (51%–99% online) Modality:	
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Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
100% online Modality: Method of Instruction	Document typical activities or assignments for each method of instruction
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Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COMMUNICATION STUDIES/SPEECH

Review and Approval Dates

Department Chair

04/08/2020

Dean

04/16/2020

Technical Review

04/22/2020

Curriculum Committee

04/22/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

05/13/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000523357

DOE/accreditation approval date

MM/DD/YYYY