

# CMST A220: ESSENTIALS OF ARGUMENTATION

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	150600 - Speech Communication
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• Area 1B Communication and Analytical Thinking (OA2)
Associate Science Local General Education (GE)	• Area 1B Communication and Analytical Thinking (OAS2)
California State University General Education Breadth (CSU GE-Breadth)	• CSU A3 Critical Thinking (A3)

## Course Description

Theory and practice of argumentation and persuasion with emphasis on critical thinking skills as they apply in listening, speaking, and writing. PREREQUISITE: ENGL C1000 or appropriate placement. Transfer Credit: CSU; UC. C-ID: COMM 120. C-ID: COMM 120.

## Course Level Student Learning Outcome(s)

1. Create, develop, and support appropriate propositions, with sound evidence, according to the Toulmin Model.
2. Demonstrate reasonable use of sound evidence in argument and apply tests of evidence, both in research and in counterargument.
3. Recognize the difference between inductive and deductive logic and the use of patterns of reasoning as well as the necessity of avoiding fallacies.

## Course Objectives

- 1. Write essays, outlines, debate briefs, and argumentation analysis totaling 5,000 words, applying the principles of summary, evaluation, and logic.
- 2. Demonstrate the ability to effectively engage in oral argumentation.
- 3. Recognize his/her/their own blocks to critical thinking.
- 4. Differentiate knowledge from belief and fact from opinion and the impact that has on one's own, and others, arguments.
- 5. Incorporate information from multiple texts to support, contrast, or clarify a thesis or claim.
- 6. Introduce and appropriately quote, summarize, and paraphrase material from sources.

- 7. Evaluate and employ reliable and relevant evidence in support of arguments.
- 8. Utilize tests of evidence to evaluate the quality of evidence.
- 9. Evaluate propositions and arguments of one's own, and others, and the assumptions on which they depend.
- 10. Identify common logical errors, propaganda, fallacies of reasoning and language and the impact they have on arguments.
- 11. Evaluate and generate arguments that rely on both inductive and deductive reasoning.
- 12. Demonstrate the ability to effectively build sound arguments in support of a proposition.
- 13. Demonstrate the ability to engage in effective refutation and rebuttal of oppositional arguments.
- 14. Employ effective critical listening, textual analysis, and note taking.
- 15. Create adequate source citations to design a complete bibliography, according to MLA or APA standards.

## Lecture Content

A. The Ethics of Argumentation and Persuasion 1. Research responsibilities: proof for papers and speeches 2. Courtesies and customs for public forums 3. Distinguishing assertion, persuasion, and formal argument from interpersonal quarreling B. Blocks to Critical Thinking 1. Ego-, ethno-, and sociocentric thinking 2. Examining "hidden presumptions" in writing and speaking 3. Character predispositions helpful to critical thinking C. Fundamental Patterns of Reasoning and Writing 1. Argument as an artifact in writing a. Logician Stephen Toulmin's argumentative form Primary triad: claims, warrants, grounds Secondary triad: qualifiers, backing, rebuttal b. Writing propositions of fact, value, and policy (claims) c. Building texts with good reasons (warrants) and proof (grounds) for each proposition type d. Organizing texts to support each proposition type e. Distinguishing style differences for papers and speeches ("writing for the eye" in contrast to "writing for the ear") 2. Argument as a process in speaking a. Formats for dialectical discussion in speaking b. Standards from our legal system as guidelines: presumption, burden of proof, prima facie cases c. Inventional systems for generating argument: problem, causes, solutions and consequences, for instance D. Evidence (Grounds) 1. Evidence of fact: examples, figures and statistics 2. Evidence of testimony: personal and expert 3. Tests of evidence authenticity and applicability 4. Research methods E. Logic in Everyday Language (Warrants) 1. Syllogistic logic and its relation to Toulmin 2. Distinguishing induction from deduction 3. Patterns of reason: generalization, cause, sign, analogy, etc. 4. Formal and informal fallacies in reasoning F. Theories in Persuasion and Propaganda 1. Methods of persuasion to support proven arguments a. Cost-reward theory b. Cognitive dissonance theory c. Basic needs theory d. Balance theory e. Inoculation theory f. Social judgment theory 2. Distinguishing credible persuasion from persuasive abuses used to cloud critical thinking 3. Recognizing propaganda in written and spoken texts

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

1. Lecture and application of ideas. Typically, lecture time is divided between content and analysis of critical thinking as related to writing,

speaking, and listening to arguments about current issues. The amount of time on a particular topic may vary on a given day due to the unit of instruction. 2. Discussion is a frequently used methodology. Discussion precedes argument. Brainstorming is often a key skill used to discover the possibilities of a specific topic. 3. Individual writing assignments, research assignments, and speaking assignments are used to prepare for graded papers and presentations. Individuals also critique classroom presentations both orally and in writing. 4. Instructor conferences with students/groups are recommended. 5. Oral and written feedback is frequent and comprehensive. 6. Discussion of newspaper "opinion sections" to test understanding of instruction. 7. Modeling of critical thinking for public forums by instructors.

## Reading Assignments

Students will spend approximately 2-3 hours per week on reading assignments, including: reading each assigned chapter, reading news articles for in-class discussions, reading research in preparation for debate presentations, library reading, books. Will read articles relevant to constructing affirmative and negative arguments on the assigned debate resolution for multiple debates.

## Writing Assignments

Students will spend approximately 2-3 hours per week on writing assignments including papers of substantial length to defend propositions of fact, value, and policy. Students will write at least 2 debate briefs of at least a 1000 words each. There will be one argumentative essay of at least 2000 words. Students will provide written and oral critiques of arguments of a 1000 words. Students will also take exams that have an essay/short answer component. This should result in at least 5000 words of written text/analysis.

## Out-of-class Assignments

Students will spend approximately 2-3 hours per week on out-of-class assignments, including: researching and preparing for fact, value, and policy debate/presentations, creating plans of advocacy for current event issues, current event analysis.

## Demonstration of Critical Thinking

1. Written essays/papers, debate briefs, speech outlines, evaluation of peer's arguments, and exams. 2. Oral presentation of arguments through the use of debates and critique analysis. Students must use a variety of evidence to support the claims presented and provide clear explanation to justify the arguments.

## Required Writing, Problem Solving, Skills Demonstration

1. Essays/Papers/Briefs of substantial length to defend propositions of fact, value, and policy 2. Written outlines of arguments presented in class. 3. Written and oral critiques of arguments. 4. Impromptu and extemporaneous arguments of refutation. 5. Two essay exams. 6. Opportunities for revision.

## Eligible Disciplines

Communication studies (speech communication): Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR bachelor's degree in any of the above AND master's degree in drama/ theater arts, mass communication, or English OR the equivalent. Master's degree required.

## Textbooks Resources

1. Required Freeley, A. Argumentation and Debate, ed. New York: Wadsworth, 2004 Rationale: . 2. Required Leigh, M. Davari, S.. The Approachable Argument, 4 ed. Dubuque: Kendall-Hunt, 2020 Rationale: . 3. Required Rybacki, D Rybacki, K. Advocacy and Opposition, ed. Chicago: Prentice Hall, 2011 Rationale: . 4. Required Herrick, J. Argumentation: Understanding and Shaping Arguments, 6 ed. Strata, 2019 5. Required Zarefsky, D.. Argumentation: Effective Reasoning in Communication, ed. Cambridge University Press, 2019