

# General Education Course Proposal

Proposed Course: <sup>COMM</sup> Spch 005 Argumentation Units 3  
Prefix No. Title

Department: Speech Communication School: Arts and Humanities

### GE Category (Indicate one category only):

Foundation: A1\_\_\_; A2\_\_\_; A3 x; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course x; Revised Course\_\_\_; New Course\_\_\_

Course Included in Current GE Program yes

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Logical analysis, evidence, reasoning, and proof used in arriving at rational decisions as demonstrated through presentation of public speeches and debates. General Education CORE, Critical Thinking. (CAN SPCH 6)

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 4; Year 3 5

### Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

### Approval for Inclusion in General Education

<u>Robert H. Powell 2-18-98</u> Department Chair Date	<u>Kim Morin 2-26-98</u> School Curriculum Committee Date
<u>Ord Sai 2-25-98</u> School Dean Date	<u>Peds Ann 8/27/99</u> General Education Subcommittee Date
<u>Brandt Kehoe 8/27/99</u> Associate Provost Date	

1/14/98

May 10, 1999  
Department of Communication

## ATTACHMENT #2--GENERAL SYLLABUS

Proposed Course: Communication 5

### Communication 5--Argumentation

3 units, no prerequisite  
Semester, Year  
Schedule Number

**Catalog Description:** Logical analysis, evidence, reasoning, and proof used in arriving at rational decisions as demonstrated through presentation of public speeches and debates.

**General Education:** This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for CORE, Critical Thinking. For all other students, it meets the requirement for FOUNDATION, Area A3.

**Note:** A grade of "C" or better is required for General Education Credit

**Instructor:** Name  
**Office:** Instructor's office  
**Office Hours:** Instructor's office hours  
**Phone/E-mail:** Instructor's office phone/voice mail number,  
E-mail address.  
**Dept. Office:** SA 15  
**Dept. Phone:** 278-2826

**Textbooks:** The following textbooks or other course material are required/recommended for this course:

Author/editor, Title, Edition/date, Publisher

**Fees:** There are no fees attached to this course.

**Course Goals:** At the successful completion of this course, the student should:

- (1) Understand the relationship between argument and critical thinking.
- (2) Understand how to use reasoning and evidence to build a strong argument.

(3) Understand common fallacies in reasoning and language.

(4) Understand the relationship between language and argumentation.

(5) Understand the relationship between claims and premises. Understand how to diagram arguments and how to structure arguments into a case for and against propositions on public issues.

(6) Understand how to develop, manage, and present, and defend arguments on socially relevant issues.

#### Course Units:

The following units will be covered in argumentation, in approximately the time indicated on this general syllabus. Professors teaching Communication 5 have the academic freedom to vary the order and emphasis in the coverage of these topics, according to their best professional judgment.

#### Unit 1. Argumentation and Critical Thinking: The Basics (7.5%-15%)

What is an issue?

Does a respondent address the issue?

The difference between claims of fact and opinion

Argument structure

--Identifying premises and conclusions

--The Toulmin Model of Argument (identifying claims, data, and warrants)

--Argument trees

#### Unit 2. Propositions (5%-15%)

Proposition types--fact, value, and policy

Case structure each proposition type

#### Unit 3. Reasoning (15%-30%)

Forms of inductive reasoning

Evaluating inductive reasoning

Forms of deductive reasoning

Evaluating deductive reasoning

**Unit 4. Logical Fallacies (7.5%-20%)**

Common fallacies, for example, red herring, post hoc, false dilemma, appeal to pity, scare tactics, two wrongs make a right, ad hominem, straw person, hasty generalization, bandwagon, and begging the question.

**Unit 5. Language and Argumentation (7.5%-20%)**

Definitions  
Language fallacies  
Argument clarity, avoiding vagueness  
Oral presentation of argument, argument style

**Unit 6. Evidence (7.5%-20%)**

Evaluating the content of evidence  
Evaluating the credibility of evidence sources  
Researching and citing evidence

**Unit 7. Refutation and Rebuttal of Argument (7.5%-15%)**

Critical listening  
Refutation techniques

**Unit 8. Argument Format and Contexts (10-25%)**

Fields of argument  
Critical thinking about argumentation in the public sphere  
Debates  
Moot court  
Argumentation as problem solving  
Depolarized argumentation formats  
Argumentation in diverse cultures

**Course Assignments:**

1. Oral assignments may be structured in either traditional or innovative formats, as long as the students' critical thinking skills are evaluated (see common grading criteria below).

2. Written assignments must meet the 2,000 word writing requirement. Students critical thinking skills will be evaluated on each assignment. Examples of appropriate written assignments include:

Briefs for or against propositions on public policy issues  
Argumentative Essays  
Essay Examination Questions  
Reaction papers (to argumentation in society or students' in class arguments)  
Homework assignments (exercises requiring application of critical thinking skills included in argumentation/critical thinking texts or developed by the instructor)

**Grades:**

Each syllabus will contain a grading policy which apportions points to each assignment. A grading scale will also be included.

The grading criteria on each oral and written assignment will include an evaluation of critical thinking skills, including:

Appropriate structure of argument  
Clear and unambiguous language  
Quality of reasoning  
Avoidance of logical and language fallacies  
Use of credible evidence

**Course Calendar:**

Each syllabus will include a schedule noting approximate dates for topics to be covered, readings, and assignments due.

**General Information:**

1. Attendance policy
2. Missed quizzes, make-up work, late paper policy.
3. Cheating and plagiarism.
4. Students with disabilities
5. Other specific policies for this course

May 10, 1999  
Department of Communication

### ATTACHMENT #3--TYPICAL SYLLABUS

Proposed Course: Communication 5

**Communication 5--Argumentation**

3 units, no prerequisite  
Spring 1999  
Schedule Number 30096

**Catalog Description:** Logical analysis, evidence, reasoning, and proof used in arriving at rational decisions as demonstrated through presentation of public speeches and debates.

**General Education:** This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for CORE, Critical Thinking. For all other students, it meets the requirement for FOUNDATION, Area A3.

**Note:** A grade of "C" or better is required for General Education Credit

**Instructor:** Dr. Douglas Fraleigh  
**Office:** SA 104  
**Office Hours:** M 11-1, TTh 8:45-9:30, TTh 1:15-2:00  
**Phone/E-mail:** 278-4292, douglasf@zimmer.csufresno.edu  
**Dept. Office:** SA 15  
**Dept. Phone:** 278-2826

**Textbooks:** The following textbooks are required for this course:

Warnick and Inch, Critical Thinking and Communication: The Use of Reason in Argument, 2nd ed., 1994 (MacMillan)

Moore and Parker, Critical Thinking, 5th ed., 1998 (Mayfield)

**Fees:** There are no fees attached to this course.

**Course Goals:** At the successful completion of this course, the student should:

(1) Understand the relationship between argument and critical thinking.

(2) Understand how to use reasoning and evidence to build a strong argument.

(3) Understand common fallacies in reasoning and language.

(4) Understand the relationship between language and argumentation.

(5) Understand the relationship between claims and premises. Understand how to diagram arguments and how to structure arguments into a case for and against propositions on public issues.

(6) Understand how to develop, manage, and present, and defend arguments on socially relevant issues.

**Grading Policy:**

There are 1000 points possible this semester. You will receive a handout for each assignment, describing the assignment and providing the grading criteria. Your grade will be based on the number of points you earn in the semester. There is no extra credit--plan your semester so that you can do a good job on each assignment the first time. The following point totals guarantee grades:

900--A    800--B    700--C    600--D

The assignments will be weighted as follows:

Homework	150	(10 pts each)
Debate Brief	150	
In-class Debate	150	
Moot Court	100	
Midterms	200	(100 pts each)
Attendance/ Participation	100	
Final Exam	150	

## General Information:

1. **Attendance policy.** (A)Attendance points. I take attendance each day. I will give you credit for fractions of classes attended. You may miss two classes (on days when you are not scheduled to speak or take an exam) for unexcused reasons with no penalty. For each unexcused absence beyond two, 10 points will be deducted from your attendance grade. Your attendance grade can be a negative number if you miss too many classes. (B)Excused Absences. All excuses must be documented in writing by another person who is qualified to verify your excuse. Absences may be excused for illness that warrants a trip to a health care provider, participation in university sponsored activities or job interviews when your excuse states that you needed to be gone during class time, holidays for your religion, or death/serious illness in your family. Absences (and late assignments) will not be excused due to a heavy workload in other courses, relationship problems, or helping your friends deal with their problems. If you are not sure whether an absence will be excused, ask me ahead of time.

2. **Make-up work policy.** (A)Make up work--excused absences. If you miss an assignment for an excused reason, you must turn it in within one week of your return. If you miss a preliminary exam, I will attribute your score on the comprehensive final as your score on the exam missed. If you miss a speech, you will make it up during the second half of the time assigned for the final in this class. A failure to understand what should be done on an assignment will never justify an excused make up. You will have all major assignments ahead of the due date, and thus you will have plenty of time to read about the assignment and ask any questions you may have. (B)Make up work--unexcused absences. If you miss a major assignment for an unexcused reason, you may still make it up. However, your grade on the work you miss will only be 70% of the points you earn. If you miss a homework assignment, you may turn it in late for 70% of the points possible. (C)Make up work--scheduling. It is your responsibility to turn in all make up work. Do not expect me to seek you out to do make up



work. All make up work must be completed by the beginning of the final examination period for this class. Proof of excused absences must also be turned in by that time.

3. **Cheating and plagiarism.** University policy defines **cheating** as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines **plagiarism** as "a specific form of cheating which consists of the misuse of the published and or unpublished works of another by representing the material so used as one's own work." Cheating or plagiarism will not be tolerated in this course. Depending on the seriousness of the action, the student may be penalized by an "F" on the assignment to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

4. **Students with disabilities.** If you have a disability, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Please contact Services to Students with Disabilities, Library Room 1049, 278-2811.

5. **Having Trouble in this Class?** Students are encouraged to make an appointment to see me if they are having trouble with the course material, speeches, or tests. I want all students who try hard and complete assignments on time to do well in class. I will be glad to make an appointment with you for times other than my office hours (or e-mail you or call you at a time that works for both of us if that is more feasible). **If you have an assignment prepared before you are scheduled to turn it in, feel free to bring me a copy during office hours and I will be glad to give you my feedback.** You can then make any needed revisions before the due date.

6. **Writing Requirement.** There is a 2,000 word writing requirement for all lower division GE courses. In this course, the requirement will be met by homework assignments

(2000 words), your debate brief (1500 words) and essay examinations (2000 words).

**7. Exam Policies.** All exams are closed book. You may use one 8 ½ x 11" page of notes that you have prepared yourself. You may not use xeroxes of readings, or copies of others' notes. Midterm exams will not be comprehensive, the final will be. Exams will primarily ask you to apply the material you have learned, rather than write lists of facts you have learned. A review sheet will be handed out before each exam.

**8. Speeches.** You will be told what day you are speaking on well in advance of each assignment. It is your responsibility to find another classmate to switch with if you cannot speak on the scheduled date. All speeches will take place on the day they are assigned, even if one or more participants is absent. All speeches receive an individual grade, even if you are working with a team or partner.

Students have considerable discretion to select the public policy topics they will debate on, and the arguments they will use to support their side. Of course, it is the professor's job to evaluate the quality of the arguments made on academic grounds, but I rarely act as a censor. Students often select controversial topics, such as affirmative action and abortion. Students will be debating both sides of these issues, and you are likely to hear arguments that you do not agree with or find offensive. The remedy for this situation is more speech, not censorship. You may voice your disagreement in a professional manner during the time reserved for student questions and comments. If presented in a professional manner, and supported by sufficient evidence and reasoning, any argument relevant to your proposition may be presented. However, personal attacks, directed to specific members of the audience (or to your opponents) will significantly lower the audience adaptation and delivery components of your assignment grades.

**9. Homework.** Due dates and specific assignments for your homework are included with this syllabus. Homework must be turned in at the start of the class on the due date to receive full credit. MP refers to the Moore and Parker text (note that designations such as 11-4 refer to chapter 11, exercise 4, which happens to be found on p. 362 of your text.) WI refers to the Warnick and Inch text. Homework grades will be based on effort.

10. **Participation.** Quality of participation is more important than quantity. You need not feel compelled to make a comment during every class period. **Participation is particularly important during class discussion, and when we are discussing other people's speeches.** You will be called on to "volunteer" your opinion periodically, and if you try when you are called on, you will receive 85-100% of the points possible for participation. You are welcome to ask for clarification during a lecture or discussion (and ought to if something is unclear to you), but that is not part of your participation grade.

Communication 5 Course Calendar, Spring 1999

<u>Date</u>	<u>Course Content</u>	<u>Assignments Due</u>
Tu 1/26	Intro to Course Intro to the Study of Argument	
Th 1/28	What is Argumentation? What is Critical Thinking?	Read MP Ch 1 Homework #1
Tu 2/2	Inductive Reasoning--Inductive Generalization and Analogy	Read WI Ch 5, MP Ch 11 Homework #2
Th 2/4	Inductive Reasoning--Causal	Read MP Ch 12 Homework #3
Tu 2/9	Deductive Reasoning--Categorical Logic	Read MP Ch 9 Homework #4
Th 2/11	Deductive Reasoning--Truth- Functional Logic	Read MP Ch 10 Homework #5
Tu 2/16	Argument Structure--The Toulmin Model	Read WI 179-90 Homework #6
Th 2/18	Argument Structure--Diagraming with Argument Trees	Read MP Ch 8 Homework #7
Tu 2/23	MIDTERM EXAM #1	
Th 2/25	Types of Evidence, Researching Evidence HANDOUT RESEARCH BRIEF AND DEBATE ASSIGNMENT	Read WI Ch 4
Tu 3/2	Evidence--Evaluating the Quality of the Content and Credibility of the Source	Homework #8
Th 3/4	Fallacies in Reasoning	Read MP Ch 5 Homework #9
Tu 3/9	Fallacies in Reasoning	Read MP Ch 6 Homework #10

Communication 5 Course Calendar, Spring 1999, page 2

<u>Date</u>	<u>Course Content</u>	<u>Assignments Due</u>
Th 3/11	Language Fallacies	Read MP Ch 4 Homework #11
Tu 3/16	Language and Argument	Read WI Ch 11 Homework #12
Th 3/18	MIDTERM EXAM #2	
Tu 3/23	Argumentation Claims and Propositions	Read WI Ch 3 Homework #13
Th 3/25	Building a Case for a Proposition	Read WI 234-54 Homework #14
Tu 4/6	Building a Case Against a Proposition Critical Listening	Read WI 205-07, 254-58 Homework #15
Th 4/8	In Class Debate #1	ALL DEBATE BRIEFS DUE
Tu 4/13	In Class Debate #2	
Th 4/15	In Class Debate #3	
Tu 4/20	In Class Debate #4	
Th 4/22	In Class Debate #5	
Tu 4/27	Theory of Argument Fields Claim, Data, Warrant in Diverse Fields HANDOUT MOOT COURT ASSIGNMENT	WI 35-37
Th 4/29	Example of an Argument Field-- Legal Argument	MP 434-39
Tu 5/4	Moot Court Assignment #1	
Th 5/6	Moot Court Assignment #2	
Tu 5/11	Moot Court Assignment #3	
Th 5/20	FINAL EXAMINATION, 11:00 A.M. to 1:00 P.M.	

Communication 5, Homework Assignments, Spring 1999

Homework #1, Due 1/28

MP 1-2, 1-4, 1-6

Homework #2, Due 2/2

MP 11-4, 11-6

Homework #3, Due 2/4

MP 12-2, 12-3, 12-8

Homework #4, Due 2/9

MP 9-1, 9-4, 9-14 (#1-10)

Homework #5, Due 2/11

MP 10-2, 10-4, 10-9

Homework #6, Due 2/16

WI, pp. 191-93, 1-10. Use the Toulmin Model to diagram the Arguments

Homework #7, Due 2/18

MP 8-2, 8-4, 8-8, 8-9, 8-16

Homework #8, Due 3/2

WI, p. 99, exercise 1 #1-10

Homework #9, Due 3/4

MP 5-1, 5-2, 5-6, 5-7

Homework #10, Due 3/9

MP 6-1, 6-4, 6-9

Communication 5, Homework Assignments, Spring 1999, p. 2

Homework #11, Due 3/11

MP 4-5, 4-6, 4-16

Homework #12, Due 3/16

WI, pp. 285-87, Exercise 1 and Exercise 3

Homework #13, Due 3/23

WI, pp. 68-70, Exercise 1 and Exercise 2

Homework #14, Due 3/25

WI, p. 258, Exercise 1 and Exercise 3

Homework #15, Due 4/6

WI, pp. 260-61, Exercise 4

## Addendum to Communication 5 Representative Syllabus Description of Course Assignments

1. **Debate Assignment.** Students debate controversial public policy issues in groups of two or three on each side of the issue. **Grading criteria for the debates includes the common criteria for Communication 5** (see general syllabus): appropriate structure of argument, clear and unambiguous language, quality of reasoning, avoidance of logical and language fallacies, use of credible evidence.

Students receive written and oral feedback from the instructor, and also comments and questions from their classmates who are observing the debate.

2. **Debate Brief Assignment.** Students brainstorm and research arguments for **both sides** of the issue they will be debating in their debate assignment. These arguments are then organized into a brief for each side of the topic. Each student completes his or her own brief, which must be at least 6 pages (1500 words). **Grading criteria for the brief include the common criteria for Communication 5** (see above). In addition, students gain critical thinking skills because they are required to develop arguments *for and against* their position on the issue.

3. **Moot Court Argument.** Students present oral arguments for one side or the other in a hypothetical moot court case. Students argue for or against the outcome of the case in groups of four or five. Issues selected for this assignment are taken from important **public policy issues** such as hate speech on campus, police use of unreasonable(?) force, and U.S. military intervention. **Grading criteria for the moot court argument include the common criteria for Communication 5.**

### 4. Topics Covered in Homework Assignments

*Homework 1*--Identifying the primary issue in a passage, determining whether a passage contains an argument (and if so, the conclusion), identifying the issue one speaker is addressing (and determining whether the second speaker is addressing the same issue)

*Homework 2*--Evaluating the strength of representative arguments utilizing reasoning by analogy and inductive generalization

*Homework 3*--Identifying weaknesses in causal claims, distinguishing between strong and weak causal arguments, identifying causal arguments in news reports on drug abuse



Addendum to Communication 5, Representative Syllabus, p. 2

*Homework 4*--Standard form claims, contrapositive, obverse claims, categorical syllogisms.

*Homework 5*--Symbolizing claims, using truth tables to determine if arguments are valid, deriving conclusions from premises

*Homework 6*--Using the Toulmin model to diagram arguments on social issues

*Homework 7*--Identifying premises and conclusions, identifying dependent and independent premises, evaluating the probable truth of arguments, supplying unstated premises, diagraming arguments

*Homework 8*--Evaluating the strength of evidence used to support an argument on a controversial issue

*Homework 9*--Evaluating fallacious reasoning in arguments, determining whether a reason supporting an argument is fallacious, identifying fallacies in arguments in public policy issues, identifying fallacies in letters responding to a tobacco advertisement

*Homework 10*--Identifying fallacious arguments in reasoning, identifying fallacies in arguments on public issues, identifying fallacious arguments in TV news programming

*Homework 11*--Identifying slanting devices, discussion of stereotypes, analyzing media doctoring of the O.J. Simpson photo

*Homework 12*--Analyzing the function of language in the Gettysburg Address, considering connotative and denotative meanings

*Homework 13*--Evaluating the strengths and weaknesses of propositions for argumentation, identifying fact, value, and policy arguments

*Homework 14*--Constructing a case for different types of propositions, organizing claims into cases for propositions

*Homework 15*--Developing direct refutation and counter proposition cases