IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts and Letters **DATE:** November 17, 2011

COURSE TITLE: Argumentation and Debate **COURSE NO.:** SPCH 180 **UNITS:** 3

LEC HRS. 54.00 **LAB HRS.** 0

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

An introduction to debate, with emphasis on the creation and refutation of arguments concerning current social, political, and legal issues. (CSU,UC)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:
SPCH 100

III. GRADING CRITERIA:
Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:
Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:
1. Explain how ethics and credibility impact debate and the reputation of the speaker. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Write out a case for an argumentative debate. (ILO1, ILO2, ILO3, ILO4, ILO5)
3. Write and submit five properly-worded debate propositions (ILO1, ILO2, ILO3, ILO4, ILO5)
4. Use logos to support their arguments during the debate process. (ILO1, ILO2, ILO3, ILO4, ILO5)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":
Upon satisfactory completion of the course, students will be able to:
1. Create, critique, and refute arguments.
2. Identify fallacious argumentation.
3. Be familiar with the most commonly debated topics (i.e.,gun control, capital punishment, legalization of prostitution, animal rights, euthanasia, etc.) and the arguments that are typically made in these debates.
4. Participate in formal classroom debates.
5. Understand the responsibilities of the proposition vs. opposition as well as the role of each speaker on the proposition and opposition teams.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Debate participation	50.00%

2. Argumentation invention and critique	30.00%
3. Debate preparation	10.00%
4. Discussion participation	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Oral Assignments

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Group Activity

Individual Assistance

Lecture

Distance Learning

Demonstration

Discussion

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:
(1) Work in groups in preparation for debates, (2) Participate in public debates, (3) Attend School Board meetings,(4) Volunteer as an election worker, (5) Collect evidence to support cases, (6) Work in debate groups outside of class.

Reading and Writing:
(1) Write out propositions and support them with valid reasons and evidence, (2) Write letters to local school board, (3) Write letters to State Representatives, Congress persons, Governor, (4) Write a final exam, (5) Read chapters in textbook, (6) Read US Constitution/focus on Amendments 1-10-Bill of Rights, (7) Read daily newspapers for current/controversial events.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Karyn Charles Rybacki, Donald Jay Rybacki (2011). *Advocacy and Opposition: An Introduction to Argumentation* (7th/e). Allyn & Bacon. ISBN: 978-0205781188
Austin J. Freeley, David L. Steinberg (2008). *Argumentation and Debate* Wadsworth Publishing. ISBN: 978-0495095903
RIchard D. Rieke, Malcolm O. Sillars, and Tarla Rai Peterson (2008). *Argumentation and Critical Decision Making* (7th/e). Allyn & Bacon. ISBN: 978-0205591831