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Alabama
Department of
Postsecondary Education

Representing Alabama's Public Two-Year College System

Jefferson State Community College

SPH 227
Argumentation and Debate

- I. SPH 227 Argumentation and Debate -- 3 Semester Hours; 3 Contact Hours**
- II. Course Description**

This course introduces argumentation and debate and methods of bringing reasoned discourse to bear on personal and social problems. It includes investigations into the various types of debates with emphasis on the use of evidence, logic, responsibility of the advocate, and the composition of language for oral controversy.
- III. Prerequisite**

None
- IV. Textbook**

Argumentation and Debate by Reike and Sillars, current edition.
- V. General Course Competencies**
 - A. The student will demonstrate knowledge of the various types of debates and arguments
 - B. The student will demonstrate knowledge of argument formation
 - C. The student will demonstrate knowledge of effective use of evidence and support
 - D. The student will demonstrate effective use of logic and reasoning
 - E. The student will demonstrate knowledge of persuasive appeals
 - F. The student will demonstrate knowledge of the language of argument
- VI. Course Objectives Stated in Performance Terms**
 - A. The student will demonstrate knowledge of the various types of argument
 - 1. The student will utilize various formal and informal debate formats in class activities and presentations
 - 2. The student will demonstrate an understanding of argument by generalization
 - 3. The student will demonstrate an understanding of argument by cause

4. The student will demonstrate an understanding of argument by sign
5. The student will demonstrate an understanding of argument by analogy
6. The student will demonstrate an understanding of argument by authority
- B. The student will demonstrate knowledge of argument formation
 1. The student will demonstrate an understanding of the parts of the model of an argument
 2. The student will demonstrate an understanding of claims of fact, value, and belief
 3. The student will demonstrate an understanding of the burden of proof
 4. The student will prepare and present prima facie cases
 5. The student will prepare argument briefs
 6. The student will demonstrate skills in the refutation of an argument
- C. The student will demonstrate knowledge of effective use of evidence and support
 1. The student will utilize support in the forms of example, statistics, and testimony in class debates
 2. The student will demonstrate effective use of evidence in debates
 3. The student will demonstrate effective use of oral citation in presentations
 4. The student will demonstrate understanding of characteristics of credibility, including character, charisma, and competence
- D. The student will demonstrate effective use of logic and reasoning
 1. The student will demonstrate understanding of faulty reasoning, including various reasoning fallacies
 2. The student will avoid fallacious reasoning in prepared arguments
 3. The student will recognize intentional use of fallacy claims
 4. The student will demonstrate understanding of sound reasoning in argument analysis and class presentations
- E. The student will demonstrate knowledge of persuasive appeals
 1. The student will utilize the appeal to emotions (pathos) in argument
 2. The student will utilize appeals to logic (logos) in argument
 3. The student will utilize credibility appeals (ethos) in argument
 4. The student will recognize these persuasive appeals in argument analysis
- F. The student will demonstrate knowledge of the language of argument
 1. The student will demonstrate knowledge of power of language in verbal communication
 2. The student will utilize the language of credibility in debates, including intense language, strong qualifiers, and vivid details
 3. The student will demonstrate understanding of argument language style choices
 4. The student will demonstrate understanding of definition as argument

VII. Class Activities

- A. Examinations
- B. Classroom activities
- C. Oral debates
- D. Written assignments
- E. Classroom discussion

VIII. Evaluation

Grades will be based upon A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, and F = below 60%. Written examinations and oral performances, and written assignments will be given. A 60% grade is required to pass the course and a 70% grade will be necessary to transfer the course

The minimum penalty for a plagiarized speech/outline or exam will be a zero for that assignment. Refer to the College Catalog and Student Handbook for a list of violations to the Academic Honesty Code and additional penalties which may be imposed.

IX. Attendance

Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online, etc.) are calculated from the first official day of class. Attendance in Internet and/or Hybrid courses is based on documentable participation in class activities, such as interacting with the instructor and with enrolled students, attending required on-campus meetings and/or submitting course assignments. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this failure could result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance. Students withdrawing from a course after the Withdrawal date has passed will receive a WP (withdraw passing) or a WF (withdraw failing) in the course.

X. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XI. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.

XII. Assessment of Student Learning Outcomes

Direct assessments will be made in accordance with the current class Student Learning Outcomes (SLO). This assessment will not be used to figure grades for the class, but will be used to determine class success within current SLO addressed areas. Direct assessment SLO will change every three year cycle.