



COM 036: Argumentation and Debate

Term: 2020 Summer Session

Instructor: Staff

Language of Instruction: English

Classroom: TBA

Office Hours: TBA

Class Sessions Per Week: 5

Total Weeks: 5

Total Class Sessions: 25

Class Session Length (minutes): 120

Credit Hours: 4

Course Description:

This course offers an introduction to concepts, theories, and practices in the field of argumentation and debate. Emphasis will be placed on propositions and analysis, issues, evidence, reasoning and rebuttal strategic. Students will explore how to construct and evaluate arguments as a way to enhance critical thinking, reasoning, and logic. Access to library resources, various database and Internet will be critical for the success of this course. Meanwhile, assigned readings, writings, research, speech and debate will be integrated into this course.

Course Materials:

Textbook:

1. **Influencing Through Argument**, by Alfred C. Snider Robert B. Huber (Author), 2005

Recommended Reading:

2. **The Structure of Argument**, by Annette T. Rottenberg (Author), Donna Haisty Winchell (Author), 2017

Course Format and Requirements:

Class time will be used for a combination of lectures, reading, class discussions, and debate.

**Attendance**

Attendance at lectures is vital to get a thorough understanding of the material. This course requires verbal participation in class exercises, activities, and contributions to class discussions. Students must be present and actively involved to receive these points.

Grading Scale:**A+: 98%-100%****A: 93%-97%****A-: 90%-92%****B+: 88%-89%****B: 83%-87%****B-: 80%-82%****C+: 78%-79%****C: 73%-77%****C-: 70%-72%****D+: 68%-69%****D: 63%-67%****D-: 60%-62%****F: Below 60%****Course Assignments:****Homework**

Homework is arranged according to course needs. Sometimes it is in the format of short answer questions or multiple choice questions or true or false questions covered course content. Sometimes it is about assigned reading and required the students to produce a short reading response. Sometimes it is about making investigation and research for in class speech or debate, such as preparing cases, collecting data and other supporting documentations.

Two In-class Speeches

There are two in-class speech assigned in this course. Each speech shall be about 6-8 minutes. The first speech is about constructive speech which is scheduled in week 2. The second speech is about argumentative speech which is scheduled in week 4. Each speech will account for 15% percent of the final grade.



Two In-class Debates

You need to prepare a brief before each Debate. After the conclusion of each debate, student need to deliver the edited and printed brief to the instructor. The brief consist of a logical outline and a series of evidence cards that each team will research and gather in preparation for their debate.

The first debate is Lincoln-Douglas Debate. This is a one-on-one debate in which you will debate another student about some significant issue provided by your instructor. Here you will be exposed to cross-examination and will develop your ability to refute the arguments and evidence of others.

The second debate is Parliamentary Debate. Parliamentary Debate is based on British Parliamentary procedure (meaning that debaters use flowery, complimentary language and humor to insult one another). One team takes the position of the “government” while the other plays the “opposition.” The focus of this assignment will be thorough background research prior to the debate and improvisation during the debate. Since the experience of debating in Parliamentary debate is substantially different for the government and opposition teams, each student will debate twice: once as “GOV” and once as “OPP.”

Final Exam

Note that the final will not be taken during the normal class times. Exact time and location for final will be announced later.

Course Assessment:

Homework	10%
Speech 1	15%
Speech 2	15%
Debate 1	20%
Debate 2	20%
Final Exam	20%
Total	100%

Course Schedule:



Week	Topics	Activities
1.	Go through syllabus Course overview Chapter 1: Why use Argument to Influence Others Chapter 2: With What Kinds of Subjects Is Argument Effective? Propositions as Subjects for Argument Types of Propositions Testing your Proposition Wording the Proposition	<ul style="list-style-type: none">● Reading● Homework
2.	Chapter 3: Analysis and Definition Chapter 4: Gathering Materials for building Arguments Chapter 5: Influencing Through Evidence	<ul style="list-style-type: none">● Reading● Homework● Speech 1
3.	Chapter 6: Influencing Through Induction Chapter 7: Influencing Through Deduction	<ul style="list-style-type: none">● Reading● Homework● Speech 2
4.	Chapter 8: Influencing Through Casual Reasoning Chapter 9: Influencing Through Reasoning from Analogy	<ul style="list-style-type: none">● Reading● Homework● Debate 1● Debate 1 Brief Due
5.	Chapter 10: Refutation: Blocking the Arguments of others Chapter 11: Logic Is Not Enough: Use other	<ul style="list-style-type: none">● Reading● Homework● Debate 2● Debate 2 Brief Due



	sources of Persuasion, Too Logos, Pathos, Ethos, and Style	● Final exam
--	--	--------------

Academic Integrity:

Students are encouraged to study together, and to discuss lecture topics with one another, but all other work should be completed independently.

Students are expected to adhere to the standards of academic honesty and integrity that are described in the Shanghai Normal University’s *Academic Conduct Code*. Any work suspected of violating the standards of the *Academic Conduct Code* will be reported to the Dean’s Office. Penalties for violating the *Academic Conduct Code* may include dismissal from the program. All students have an individual responsibility to know and understand the provisions of the *Academic Conduct Code*.

Special Needs or Assistance:

Please contact the Administrative Office immediately if you have a learning disability, a medical issue, or any other type of problem that prevents professors from seeing you have learned the course material. Our goal is to help you learn, not to penalize you for issues which mask your learning.