

COURSE OUTLINE**Speech 104**
Argumentation and Debate**I. Catalog Statement**

Speech 104 provides students with instruction and practice in the principles of argumentation and the various forms of debate. It includes the analysis of propositions, research, evidence and reasoning. Students are required to practice various forensic debating techniques through the presentation of their outlined affirmative and negative cases after investigating major contemporary issues; to read a college-level argumentation and debate textbook and apply its principles in the principles in the preparation of their cases and to critically analyze debate cases.

Units: 3.0

Lecture Hours: 3.0

Prerequisite: Speech 101, or the equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading: 5; Writing: 6; Speaking/Listening: 6; Math: 3.

Prior to enrolling in the course, the student should be able to:

1. through posture, movement, eye contact, vocal energy and facial expression, knowledge of and the ability to behaviorally apply the principles of effective speech delivery;
2. apply effective research techniques;
3. apply effective organization techniques;
4. apply the elements of critical thinking.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. explain the nature of debate and the standard formats used in academic debate;
2. understand the theoretical bases of debates and explain the standard formats used in academic debate;
3. explain the values that can be achieved from participating in debate;
4. explain why the substance of argument is analysis and information;
5. use the wealth of debate materials available;
6. independently locate debate research materials;
7. skillfully record and file evidence;
8. evaluate and determine the value of the evidence gathered;
9. develop rational relationships between the pieces of evidence gathered;
10. understand the requirements of the effective affirmative case;
11. understand the requirements of the effective negative case;
12. understand ethics in debate.

IV. **Course Content**

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| A. | Introduction/orientation | 3 hours |
| B. | 1. Course requirements | |
| | 2. Definitions of standard formats of debate | |
| | 3. The role of argumentation and debate in democracy | |
| B. | The nature of argument | 3 hours |
| | 1. Analysis | |
| | 2. Audience analysis | |
| | 4. Inductive and deductive reasoning | |
| | 5. Logical fallacies | |
| C. | Research | 6 hours |
| | 1. Identification of debate research materials | |
| | 2. Locating debate research materials | |
| | 3. Culling debate research materials | |
| | 4. Developing rational relationships among debate research materials | |
| D. | Developing the effective affirmative case | 12 hours |
| | 1. Fact cases | |
| | 2. Value cases | |
| | 3. Policy cases | |
| | 4. Plans | |
| E. | Developing the effective negative case | 12 hours |
| | 1. Stock case attacks | |
| | 2. Generic plan attacks | |
| F. | Refutation and Rebuttal | 6 hours |
| G. | Delivery and cross-examination | 3 hours |
| H. | Ethos and ethics in debate | 3 hours |

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. Class lecture and discussion;
2. Individual counseling and critique;
3. Class debates;
4. Audio/video recording.

VI. **Assignments and Methods of Evaluation**

1. Written evidence of analysis of proposition, research evaluation of evidence and reasoning which reveals mastery of above objectives (approximately 4 papers of 8,000 - 10,000 words total).

2. Class discussions of assigned readings and debates which will reveal students' ability to analyze, and evaluate debate cases (propositions, research, evidence, and reasoning).
3. Subjective examinations which require students to demonstrate knowledge of effective argumentation and debate techniques, methods of organization of debate cases, ability to use proper language, grammar and diction.
4. Objective quizzes on debate theory.
5. Participation in classes debates of various types which show students' ability to deliver effective debate speeches, use ethos, employ methods of refutation, prepare affirmative and negative debate cases on major contemporary issues in an ethical manner.
6. Required written evaluations of presented debates which show students' ability to think critically and to evaluated reasoning and evidence.

VII. **Textbooks**

Required Texts:

Edwards, Richard. Competitive Debate: The Official Guide.
New York: Penguin 1st Edition, 2008
11th Grade Textbook Reading Level ISBN: 97-815-92576-937

VIII. **Student Learning Outcomes:**

Upon successful completion of the required coursework, the student will be able to:

1. explain the nature of debate and the standard formats used in academic debate;
2. explain the values that can be achieved from participating in debate;
4. explain why the substance of argument is analysis and information;
5. independently locate debate research materials;
6. skillfully record and file evidence;
7. develop rational relationships between the pieces of evidence gathered;
8. demonstrate the requirements of the effective affirmative case;
9. demonstrate the requirements of the effective negative case;
10. demonstrate ethics in debate.