

COURSE SYLLABUS

LAST REVIEW	Spring 2021
COURSE TITLE	Advanced Discussion and Debate
COURSE NUMBER	SPCH 0163
DIVISION	Arts, Communications, and Humanities
DEPARTMENT	SPCH
CIP CODE	24.0101
CREDIT HOURS	2.00
CONTACT HOURS/WEEK	Class: 2.00 Lab: X Clinical: X
PREREQUISITES	None

COURSE PLACEMENT Students must meet the correct placement measure for this course. Information may be found at:
<https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html>

COURSE DESCRIPTION

This course provides students with more experience in debating and using group techniques for resolving conflicts and exerting public influence. Students are taught more advanced theories of conversation, implication, and audience reasoning. This course expands the study of the principles of basic argumentation and discussion. Students are expected to participate in intercollegiate debate competition

KANSAS SYSTEMWIDE TRANSFER: SPCH0163

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

PROGRAM ALIGNMENT

This course is part of a program aligned through the Kansas Board of Regents and Technical Education Authority. For more information, please visit:
https://kansasregents.org/workforce_development/program-alignment

General Education Learning Outcome

- Basic Skills for Communication
- Mathematics
- Humanities
- Natural and Physical Sciences
- Social and Behavioral Sciences

Institutional Learning Outcomes

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy
- Community and Civic Responsibility
- Personal and Interpersonal Skills

TEXTBOOKS

<http://kckccbookstore.com/>

METHODS OF INSTRUCTION

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE

- I. Review of Argumentation Principles
 - A. Burdens & Responsibilities
 - B. Stock Issues & Decisional Criteria
 - C. Ethical Considerations
- II. Different Styles of Tournament Argumentation
 - A. CEDA / NDT
 - B. Parliamentary
 - C. Public
- III. Debate Case Structure
 - A. Government / Affirmative Debate Cases
 - B. Opposition / Negative debate Cases
- IV. Research
 - A. Contemporary Issues
 - B. Generic Timeless Issues
- V. Application
 - A. Practice Debates
 - B. Cross Examination / Audience Participation & Pressure
- VI. Small Groups and Controversy

- A. Nature of group persuasion
- B. Small group formats
- C. Small group leadership
- D. Effective small group participation
- VII. Logic in Debate
 - A. Common types of basic logic
 - 1. Deductive logic
 - 2. Inductive logic
 - 3. Analogical Logic
 - 4. Toulmin Model
 - B. Implicational Logic
 - 1. Enthymemes
 - 2. Sorites
 - 3. H.P. Grice's contributions
 - 4. The "Cooperative Principle" in audience reasoning

COURSE LEARNING OUTCOMES AND COMPETENCIES

Upon successful completion of this course, the student will:

- A. Students will acquire ability to plan and perform affirmative and negative debate speeches.
- B. Students will acquire ability to plan and perform in small group presentations and public forums on controversial issues.
- C. Students will acquire ability to critically analyze presentations of their own and of their peers.
- D. Students will acquire ability to critically analyze and respond to contemporary argumentative public discourse.
- E. Students will acquire understanding of a debater's responsibilities to his or her audience including adequate delivery, organization, and support.

COURSE COMPETENCIES:

Students will acquire ability to plan and perform affirmative and negative debate speeches.

1. The student will be able to prepare an affirmative constructive case
2. The student will be able to prepare a negative opposition case
3. The student will be able to select and create issues and topics for debate
4. The student will be able to participate in tournament debating or classroom alternative

Students will acquire ability to plan and perform in small group presentations and /or public forums on controversial issues.

5. The student will be able to list tips for participating in small group discussions
6. The student will be able to illustrate leadership skills in small group discussions
7. The student will be able to participate in a group discussion

8. The student will be able to distinguish between panels, symposia, and forums

Students will acquire ability to critically analyze presentations of their own and of their peers.

9. The student will be able to identify the most common fallacies in reasoning

Students will acquire ability to critically analyze and respond to contemporary argumentative public discourse.

10. The student will be able to differentiate between deductive, inductive, and analogical logic

11. The student will be able to describe and demonstrate the Toulmin model of reasoning

12. The student will be able to explain the strengths and weaknesses of different types of logic

13. The student will be able to demonstrate how to rebut deductive logic

14. The student will be able to demonstrate how to rebut inductive logic

15. The student will be able to demonstrate how to rebut analogical logic

16. The student will be able to define, identify, and create enthymemes

17. The student will be able to define, identify, and create sorites

18. The student will be able to explain "the cooperative principle" of audience reasoning

19. The student will be able to explain the contribution of H.P. Grice to conversational reasoning

Students will acquire understanding of a debater's responsibilities to his or her audience including adequate delivery, organization, and support.

20. The student will be able to list and provide examples of effective supporting materials

21. The student will be able to apply accepted principles of organization.

22. The student will be able to list the characteristics of effective delivery

23. The student will be able to support his/her speech with illustrations

24. The student will be able to support his/her speech with definitions

25. The student will be able to support his/her speech with analogies

26. The student will be able to describe how to effectively use logic and evidence in persuasion

27. The student will be able to discuss the importance of speech delivery

28. The student will be able to list characteristics of effective delivery

29. The student will be able to deliver a persuasive speech

30. The student will be able to demonstrate how to attend class regularly

31. The student will be able to demonstrate how to be present for assigned speeches

32. The student will be able to demonstrate how to be present for assigned group participation

ASSESSMENT OF COURSE LEARNING OUTCOMES AND COMPETENCIES

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

COLLEGE POLICIES AND PROCEDURES

Student Handbook

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

College Catalog

<https://www.kckcc.edu/academics/catalog/index.html>

College Policies and Statements

<https://www.kckcc.edu/about/policies-statements/index.html>

Accessibility and Accommodations

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.