

# COMM 1B: ARGUMENTATION & PERSUASION

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	5
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Advisory:</b>	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in COMM 1BH or SPCH 1B.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area V: Communication & Analytical Thinking
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- A successful student will be able to distinguish a fallacious argument from empirical truth.
- A successful student will be able to identify evidence from credible sources in support of research analysis.
- Course not taught in 2014-15

## Description

The study and practice of argumentation and persuasion. Analysis of rhetorical theory and application of methods of effective persuasion. Knowledge of the structure and format of various types of disputation and participation in in-class speech activities.

## Course Objectives

- The student will be able to:
- Understand and express the theoretical concepts of argumentation and persuasion.
  - Demonstrate skills in research on topic of controversy.
  - Prepare written materials, and demonstrate proficiency in oral presentation.
  - Deliver persuasive discourse using various types of evidence and supporting material.
  - Respond to counter arguments and engage effectively in refutation and rebuttal.
  - Gain understanding and appreciation of people of diverse cultural backgrounds through intercultural research, disclosure and presentations.

## Course Content

- persuasive communication theory
  - inductive and deductive reasoning
  - critical analysis of argumentative claims and logical fallacies

- cultural diversity as a communication opportunity
- critical evaluation of speech presentations
  - peer evaluation of student debates and persuasive speeches
  - self-analysis and written self-evaluation
  - instructor critique
- organization and planning of speech performance
  - effective introductions and conclusions
  - argument structure and development
  - documentation and support of claims
  - traditional patterns of organization
- research methods and citation of sources
  - library research to support argumentative positions
  - use of alternate sources such as InfoTrac and LexisNexis
  - oral and written citation methods

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

- Classroom with access to audio/visual aids, especially monitor and VCR.
- When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

## Method(s) of Evaluation

- Students will be expected to demonstrate progress and competency through:
- written examinations on the theories of argumentation
  - evaluation of speeches based upon organization of material, clarity of expression, significance of evidence, effectiveness of transitions and logical progression of ideas
  - analytical and persuasive writing

## Method(s) of Instruction

During periods of instruction, the student will receive lectures, participate in discussions and cooperative learning exercises, make oral presentations and demonstrations, and contribute to electronic discussions/chat.

## Representative Text(s) and Other Materials

- Rieke, Richard. Argumentation and Critical Decision Making. 8th ed. Pearson, 2013.
- Ruggiero, Vincent. Thinking Critically About Ethical Issues. 9th ed. London: McGraw-Hill, 2015.
- Rybacki, Karyn C. and Donald J. Advocacy and Opposition: An Introduction to Argumentation. 7th ed. Boston: Allyn & Bacon, 2012.

When taught via Foothill Global Access: supplemental lectures, handouts, tests, and assignments delivered via Email and/or Internet; feedback on tests and assignments delivered via Email and/or Internet; class discussion may be delivered in chat rooms, list-serves, and newsgroups.

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

A. In preparation for in-class debate, completion of evidence portfolio comprised of extensive topic research with full MLA citations; outline and detailed explanation of affirmative, negative, and rebuttal arguments.

B. Self-evaluation paper, reflecting on progress, effectiveness, and needed improvements.

C. Written peer speech critique with detailed analysis of content and delivery style.

## **Discipline(s)**

Communication Studies